



Spring Hill

Feedback and

Marking Policy

Contents

2025-26

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Spring Hill Feedback and Marking Policy.....	1
Feedback policy key principles:	1
Feedback and marking in practice.....	1
Reception.....	3
Reception Guided work:	3
Marking/feedback – Years 1 – 6	3
Visualiser Stops (Using the Ipad)	4
Cooperative Feedback	4
Success criteria as a self-marking prompt	5
Marking code	7
Expectations (monitoring):	7

Spring Hill Feedback and Marking Policy

Feedback policy key principles:

- The sole focus of feedback should be to **further children's learning**
- Feedback should **empower children** to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking for the pupil.
- **Written comments** should only be used as a **last resort** for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.
 - The 'next step' is usually the **next lesson**.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback- at the point of teaching.
2. Summary feedback- based on a completed lesson at the start of the next lesson (using the feedback sheet)
3. Next lesson feedforward- further teaching enabling the children to identify and improve for themselves areas for development that have been identified by the teacher (using the feedback sheet)
4. summative feedback- Tasks planned to give teachers definitive feedback about whether the child has securely mastered the subject material (usually an end of unit review, test etc)

These practices can be seen in the following:

Type	What it looks like	Evidence	Monitoring/impact
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback from the teaching within the course of the lesson, including whiteboards, bookwork• Takes place in lessons with individuals or small groups• Often given verbally for pupils to action immediately.• Involves teaching assistants to provide support or direct to further challenges• May redirect the focus of teaching or the task	<p>Lesson observations/learning walks.</p> <p>Evidence in books of support written in green pen with GPS when needed.</p>	<p>Regular learning walks will take place throughout the year.</p> <p>Lesson observations will take place every term.</p>

Summary	<ul style="list-style-type: none"> • Takes place at the end of the lessons • Involves all adults contributing to the summary sheet. • Could involve children self-assessing their own work against success criteria or peer marking against success criteria. • May be a quiz, mini test before the lesson ends (plenary) 	<p>Lesson observations/learning walks</p> <p>Some evidence of self and peer assessment (red pen on work)</p> <p>Quiz and mini tests may be recorded in books.</p>	<p>Regular learning walks will take place throughout the year.</p> <p>Lesson observations will take place every term.</p> <p>Assessment/pupil progress meetings</p>
Feedforward 'the next step is the next lesson'	<ul style="list-style-type: none"> • For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked up on through proof reading and editing their work. • Editing of work is analysed by teachers and teaching assistants in the lesson. Any errors and misconceptions will be addressed in the lesson through feedback or in subsequent lessons. 	<p>Lesson observations/learning walks</p> <p>Evidence in books of pupils editing and re drafting their work in purple pen in the lesson.</p>	<p>Lesson observations will take place every term.</p> <p>Assessment/pupil progress meetings</p> <p>Book monitoring</p>
Summative	<ul style="list-style-type: none"> • 'check it' quiz type activities. • End of unit or term review/tests. 	<p>Quiz, test, review in books or on whiteboards.</p> <p>Results collected from tests by the teacher to inform judgements in assessment weeks.</p>	Assessment data

Reception

Reception Guided work:

The teacher will keep a weekly feedback sheet for Maths, English, Phonics and all other subject areas. Please see below for an example of what this will look like.

Any corrections to work will be made 'in the moment.'

Our aim is that children across school will as much as possible be taught to self-correct as opposed to the teachers spotting errors and in Reception we will support them during their first school year by giving them a prompt as they learn to do this e.g. if a number is written back to front then the teacher will highlight this in green. The child will then be asked why they think this has been highlighted. If a further prompt is needed the child may be given a number line and asked to find the number on this and then correct their own mistake.

Marking/feedback – Years 1 – 6

The teacher will keep a whole class feedback sheet which will be annotated during and sometimes after lessons. Whilst looking through the books either during the lesson or afterwards, teachers make notes on the key messages to feedback to pupils at the start of the next lesson or during the next visualiser stop using one of our school feedback sheets.

Here is an example:

Maths feedback and marking sheet						
Term: Date	Unit / LO	Excellent Understanding	Examples of good Work to share	Incomplete Work / Difficulties	Main misconceptions/ notes for next lesson	Edit/Improve to share
Notes/comments:						

In order for work to be marked 'in the moment' staff in each classroom need to ensure that they are continually 'checking in' with learners during each lesson. Areas where improvements are needed will be highlighted in green or boxed up so that the children are then able to try identify the error/misconception for themselves/with their learning partner after receiving this prompt.

Green (highlighter)	Pink (highlighter)	Purple (pen for all)
For growth	For good	Children to use to make improvements

If written feedback is left by the teacher then this will be in green.

When children then respond to this feedback this will be almost always 'in the moment'. Children who feel they didn't grasp a concept have the option of using a purple pen to indicate an area that they would like support with (star work in the margin).

An in the moment feedback session using notes from the whole class feedback sheet may take place to address whole class misconceptions. If more time is required to address misconceptions then the teacher might use the start of the next lesson.

Examples of this could be; identifying common errors in basic skills (e.g. spelling, number facts) and then addressing common misconceptions (marvellous mistakes) that have been identified. This session is flexible in how long it will take but a typical session might be 10 minutes or so giving time for children to address any misconceptions.

[Visualiser Stops \(Using the Ipad\)](#)

Visualiser stops – these will be done throughout lessons - children may be identified randomly and with their permission their work will be displayed (or the teacher may have a reason for choosing a particular child's work e.g. example of a misconception that needs to be addressed) – the teacher and class will identify where success criteria has been met and where improvements can be made. Children should then be given time following these stops for discussion with a partner and to make amendments to their work. Improvements made after peer/teacher/visualiser stops will be made underneath the child's work.

[Cooperative Feedback](#)

When learning is deemed to be finished cooperative feedback may take place. The author has the last word and makes improvements as a result of discussions with a learning partner.

Format:

- Both students read and discuss one of their pieces together (the author reading their work aloud), one book on top of the other. The student whose work it is has control of the pen and ultimate say.
- Together they decide the best bits which they might disagree about, but reasons are given, and those bits are underlined.
- Then together they talk about improvements that could be made and the author makes them on the piece of work using a purple pen.
- The students then go through the same process with the other student's piece of work.

[Maths](#)

Teachers will have answers to questions available so that after children have worked through 4 or 5 calculations, pupils can check the answers for themselves. That way, if they have a misconception or misunderstand something they can alert the teacher immediately.

Self-checking and staff constantly providing in the moment feedback to all learners means that mistakes are realised and addressed quickly.

Another strategy that could be used is peer marking. For example, when more confident pupils finish their work with time to spare, they can consolidate their learning by 'marking' other children's books.

In Key Stage 1, the class teacher will stop the children after the class has completed several questions during independent practise, to review questions together (under the visualiser). Misconceptions can then be addressed before the children continue. This will then identify children who require further support from an adult.

In Maths, rather than starting each lesson with feedback from the previous lesson this feedback will form the basis of Friday's Maths lesson.

In Maths there will be one whole class feedback sheet used for the week.

[**Success criteria as a self-marking prompt**](#)

In Maths, after the children have marked their own work they may be asked to look again at the process success criteria to see if they can identify mistakes for themselves.

Children who are picked up as needing additional support should be identified on the whole class feedback sheet and then time should be made to revisit this learning before starting the next day's Maths learning.

[**English \(especially writing\)**](#)

When writing we use a redrafting approach. When the teacher looks at books and talks to children during a lesson, they will complete the whole class feedback sheet detailed earlier. This might include things to do with the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps, as well as any content improvements. This will also include the effect on the reader.

Where individual children have done particularly well this be noted on the feedback sheet and shared at the start of the next lesson. Where it is a misconception the mistake might be shown anonymously or the teacher might model writing a sentence with the same misconception.

In the next lesson the teacher will share extracts from pupil's work, using the visualiser e.g. they might showcase someone whose letter heights have the ascenders and descenders just right. They can then ask pupils to look at their work and rewrite one sentence from it, making sure they pay attention to letter heights.

Then they might move on to character description and show examples of work where this has been done well, pointing about what made the description so vivid.

Children will then be given time to edit and improve their own work using purple pen. Left hand side of books will be left blank for improvements to be made (KS2 only).

[**Key Stage 1**](#)

In Key Stage 1 this will look slightly different. The next lesson might start with a challenge based on a common misconception e.g. spelling error – look again at the commonly misspelt tricky word and then dictate a sentence for the children to write using this tricky word. The skills of editing and redrafting will be slowly built up across the year e.g. re-read your sentence to a partner I want you to check that they have used....Rewrite your final sentence

making sure you are forming the letters ___ & ___ correctly or rewriting/editing a sentence that is written by the teacher to model the process.

In English there will be one feedback sheet used for the week. The only exception to this will be when the final piece of independent piece of writing is done at the end of a unit. After this one feedback sheet will be used.

Other areas of the curriculum

One feedback sheet is to be used for the whole half-term.

Marking code

For consistency and efficiency when teacher are annotating work with their black pen, the following marking code is to be used:

Λ	↓	— — or a finger
Missing word	Write on the line	Finger Space
sp	P Punctuation error (then symbol if not found) CL . , ? ! “ ; : ‘ – ()	S Supported work
GW	// New paragraph	* Think about your presentation
← Write next to the margin		Edit and improve

Expectations (monitoring):

When SLT are doing 'book looks' then we would expect to see for each piece of work either:

- The teacher has annotated the work with green pen
- The child has corrected their work with a purple pen
- The feedback sheet has been completed
- Green and pink highlighter on the piece of work

Or ALL of the above ☺