



The Ridgeway CE Primary School

'Building for Life'

Marking and Feedback Policy

At Ridgeway CE Primary School, we recognise the importance of marking and feedback as an essential element of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, the Independent Teacher Workload Review Group, the Independent Marking Policy Review Group and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell pupils when they are wrong.

Our approach is guided by the principles that feedback should be meaningful, manageable and motivating (Eliminating unnecessary workload around marking, March 2016).

Key Principles

Our Policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- We do not expect to see written comments on all work and they should only be used where they are accessible and useful to pupils according to age and ability.
- We do not expect to see any written record of oral feedback provided to pupils, unless it is useful for the teacher, teaching assistant or child to do so.
- The type of feedback will vary by age group, subject, and what works best for the pupil in relation to any particular piece of work.

- Feedback will be adapted to meet the individual needs of pupils, including pupils with SEND, taking account of their communication, cognitive, sensory and physical needs. Staff will use appropriate scaffolds, resources and communication methods to ensure that feedback is accessible and can be acted upon.
- Teachers use their professional judgement to decide what type of feedback is appropriate and incorporate the outcomes into subsequent planning and teaching.
- Feedback should be provided at an appropriate point to have the greatest impact on learning. This may be during a lesson, immediately afterwards or at a later point, depending on the learning context.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- Feedback may recognise successful learning, address misconceptions, deepen understanding or provide an appropriate challenge.
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- Teachers will review pupils' work and other evidence of learning at an appropriate point to identify strengths, misconceptions and next steps, using this information to inform subsequent teaching and learning.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Marking approaches

Immediate Feedback

Immediate feedback (or 'live' marking) includes teachers gathering feedback from teaching including mini whiteboards, book work etc. Immediate feedback takes place in lessons with individuals or small groups. This type of feedback is often verbal. Verbal feedback is an important and often highly effective way of supporting learning in the moment. It is dynamic, immediate and responsive to the individual needs of the pupil. It can be an informal conversation or part of a more scheduled, formal learning discussion with the pupil.

In the EYFS, feedback is primarily given in the moment through interactions between adults and children. Adults use observations, conversations, questioning and children's work to identify strengths, misconceptions and next steps, providing immediate, specific and meaningful feedback through modelling, demonstration, prompting and encouragement. Where appropriate, children are supported to make changes or have another go, developing an understanding that mistakes are a natural and valuable part of learning. The emphasis is on meaningful dialogue about learning rather than written marking.

Self-Checking

Where appropriate (in lesson such as maths and grammar for example) self-checking will be embedded into the lesson structure. Teachers, for example, may make answer/self-checking sheets available to children so that they can check their own work at appropriate points during independent practice. This ensures that the ethos of addressing mistakes quickly is embedded. Self-checking helps to increase pupils' confidence as they are able to see that they are getting questions right and move on to a greater level of challenge or they have a chance to address difficulties straight away and make progress in every lesson. For writing tasks and analysis activities, children can use writing and subject specific toolkits to support them in checking their own work. Corrections will be made alongside the work and will be completed in purple pen.

Teaching self-checking involves encouraging pupils to think deeply about the work they have just learned, supporting it to become embedded in the long-term memory. To get pupils thinking about their work, teachers may scan in work to model ways of checking (as an alternative to providing answers). With this in mind, teachers will highlight and model the difference between proofreading (error spotting) and editing proper (improving content) more obvious.

Children in the EYFS will be supported to talk about and reflect on their learning by noticing, reviewing and improving their learning. Adults will model reflective language and encourage children to revisit their work, recognise what they are proud of and identify where they could make changes or have another go. As children become more confident and independent, adults will gradually reduce the support provided, encouraging children to check and improve their own learning before seeking adult help.

Peer Assessment

Peer assessment can be effective because pupils can clarify their own ideas and understanding of both the learning objective and the success criteria while analysing other pupils' work. Pupils are often prepared to accept the advice of their peers willingly. Peer assessment must be managed carefully and staff ensure that children are trained in how to give positive feedback as well as providing useful next steps that relate to the learning objective. To support peer assessment staff may give children a subject specific toolkit to support them. When a piece of work has been peer marked, the teacher will ensure this is clear in the books.

In the EYFS, peer assessment is best understood as children talking about, sharing and responding to each other's learning through play, collaboration and shared learning experiences. Children will be encouraged to talk about their learning, share ideas, explain their work and respond positively to the work of others. Adults will model appropriate language and questioning to help children listen, discuss, celebrate successes and offer helpful suggestions. The focus is on developing children's confidence in talking about their learning, listening to others and responding positively to their peers.

Self Assessment

Self-assessment is an important tool for learners. It helps pupils understand how to assess their current knowledge and the gaps in it and they gain a clearer idea of how they can help

themselves progress. Staff may provide a toolkit to support children's self-assessment or may refer to the self-checking sheets provided. Self-assessment refers to the specific success criteria for the lesson. When self-assessment is completed the teacher will ensure this is clear in the books.

Within the EYFS, self-assessment is best understood as a process of reflection on learning. Children in the EYFS will be supported to develop an awareness of what they have learned, what they can do and what they would like to improve. Through age-appropriate and informal approaches, adults will encourage children to reflect on their learning by talking about their work, celebrating successes, identifying challenges and considering what they would like to try next. Adults will model reflective language and gradually support children to become more independent in talking about and reflecting on their own learning.

Whole class analysis and Feedback Sessions

After a lesson, teachers analyse the children's work for common errors, misunderstandings and strengths. (They will highlight the start of the learning objective in green if it has been fully met, orange if it has not been met and will use green slashes if the objective has been partially met.) Teachers use this whole class analysis to plan feedback (this could be in the form of 1 or 2 specific slides or a specific activity) at the beginning of the next lesson to address misconceptions, complete retrieval activities and help children improve their understanding. This approach is intended to be flexible and responsive to the needs of the class. Whole class analysis will also provide opportunities for basic skills and presentation errors to be addressed e.g. correct setting out of speech punctuation and to identify if any further specific intervention or pre/post teach work needs to be completed.

Our guiding principle is that feedback should inform the next step in learning. This may be addressed within the lesson, through subsequent teaching or in future learning, depending on the needs of the pupils. It addresses next steps in the context of the whole class. It empowers learners and uses teacher time more effectively so that children make progress and have misconceptions dealt with quickly.

In the EYFS, adults continually reflect on children's learning through observations, interactions, conversations and the experiences they engage with. Staff use this information to identify interests, misconceptions, gaps and opportunities for development, adapting provision, adult interactions and teaching accordingly. Feedback is responsive and may involve revisiting a concept, modelling a skill, providing additional resources or challenge or adapting the learning environment. The guiding principle is that the next step in learning should inform what happens next.

Marking of spellings, punctuation and grammar

Teachers may choose to underline incorrect spellings, punctuation and grammar or place a mark in the margin of the line that features the mistake, depending on the age and stage of the child. To support children in identifying mistakes, an orange mark will be used in KS1. As children move into KS2, staff may continue to use orange to highlight errors; however, as pupils become

more independent, they will increasingly be encouraged to self-identify and correct their mistakes with less guidance from staff. At this stage, staff may choose not to highlight errors in orange, allowing pupils to develop their self-checking and editing skills. It is important to note that the marking focus is always on the lesson learning. Therefore, not all spelling, punctuation or grammar mistakes will be underlined for children to self-correct. Staff should identify a small number of spellings for correction, normally no more than three, where this will support the learning focus. Children will be encouraged to self-check spellings and use dictionaries to help. Children may be given some of their key target spelling words to spell correctly in their free writing and this will be marked.

Written marking in the EYFS should be minimal and purposeful, with adults avoiding the routine correction or annotation of children's work. Where appropriate, attention will be drawn to specific aspects of learning, taking account of the child's age, stage and independence. In early writing, the focus will be on phonics, letter formation, communication and the child's intended meaning, while in mathematics adults will use questioning, modelling and practical experiences to help children check their thinking and address misconceptions.

Responses to Feedback and Marking

Children are given time either immediately within the lesson or in following lessons to action the feedback that has been given to them and to improve their work. Children use a purple pen to complete these actions. The purple pen makes it easy for teachers to see when feedback has been acted upon and helps children to recognise and reflect on how they have improved their work. Corrections and improvements are completed next to or below the work the original mistake is not removed.

In the EYFS, children will respond to feedback through practical experiences, conversation and having another attempt rather than written corrections. Adults may encourage children to revisit, adapt or add to their work, practise a skill or explain their thinking again. Children will be supported to understand that feedback is a positive part of learning and that mistakes provide valuable opportunities to learn, improve and develop.

Role of Other Adults Supporting Marking and Feedback

All staff in the classroom are expected to provide feedback in the moment, this will support children in receiving immediate feedback which they can respond to. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. Children should be encouraged to review their own or another child's work, and all staff will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.

All adults working with children in the EYFS are responsible for providing effective feedback and supporting learning in the moment. Adults will interact purposefully and sensitively, use questioning and discussion to develop thinking, model skills and language, recognise successes,

support children to learn from mistakes and encourage them to have another go. As children become more independent, adults will gradually reduce support and share relevant observations with colleagues to inform future provision. Verbal feedback and meaningful dialogue will be embedded throughout the EYFS day, across adult-led activities, continuous provision and play.

Monitoring the impact of feedback

This policy is monitored throughout school by the Headteacher and subject coordinators via work scrutiny, learning walks, learning environment scrutiny (e.g. working walls), pupil voice and pupil interviews. Monitoring will focus on the impact of feedback on teaching and learning rather than the quantity, frequency or evidence of written marking. We know the policy is working when pupils understand their learning, can identify how to improve, respond to feedback and demonstrate increasing independence and when teachers use evidence of learning to adapt subsequent teaching.

Reviewed: Sept. 2026

Next Review: Sept 2028