



MARSHBROOK FIRST SCHOOL

Feedback and Marking Policy

November 2025

‘Effective feedback has the potential for a profound effect on children’s achievements and can double the speed of learning’ (Visible learning – Evidence into Action, John Hattie).

This policy is underpinned by the evidence of best practice from the Education Endowment Foundation and meta-analyses carried out by John Hattie.

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development, it is essential that feedback is integral to the learning process.

We use feedback to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupils in evaluating their own learning
- Support teachers’ assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.

The nature of feedback

<u>Type</u>	<u>What it looks like</u>
Immediate/live feedback	Includes the teacher gathering feedback on learning throughout the lesson, using strategies such as mini-whiteboards, thumbs up/down, mini plenaries, and checking pupils’ book work. Feedback is often given verbally to allow for immediate action and to address misconceptions promptly. May involve deploying additional adults to offer targeted support or further challenge.

	Teaching, learning, or tasks may be adapted in response to the feedback. Can also include highlighting, annotations, or live marking in line with the school's feedback codes
Summary feedback	Takes place within, or at the end of a lesson or activity. Provides an opportunity for teachers and pupils to evaluate learning. May take a form of self or peer assessment against an agreed set of criteria. May guide a teacher's further use of feedback or redirect teaching and learning needs.
Review feedback	Takes place away from the point of teaching. May involve written comments / annotations for the pupils to read / respond to. Provides the teachers with opportunities for assessment of understanding. Leads to adaptations of future lessons through planning, grouping or adaptations of tasks. May lead to targets being set for pupils' future attention or immediate action.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning outcomes and success criteria.

Marking and Feedback Strategies

All pupils' work is to be at least 'light' marked by the class teacher or teaching assistant and be done in a clear, legible cursive handwriting.

Oral Feedback (Feedback Chat)

Is used frequently to address misconceptions, redirect learning and challenge learning. It is immediate and the most powerful form of feedback.

Learning Objectives and Success Criteria

A learning objective (LO) is recorded at the top of each piece of work. This should describe what children should be able to know, understand or do by the end of a lesson or series of lessons.

Success criteria are shared with children each lesson so that they know what they are working towards and what they have achieved and should be referred back to during and/or at the end of the lesson. There should be a progressive criteria following

'must, should, could'

Success criteria may be further differentiated where appropriate, usually using SOLO Taxonomy. Sometimes, success checklists may be used to give criteria with which to judge achievements and identify next steps. They may include columns for self/peer assessment and teacher assessment.







Corrections

Work is marked in green ball point pen, ticked when correct, and dotted where errors have been made. Children are expected to correct errors within the lesson or in a 'Feedback Focus Time'. Spelling mistakes (based on current and previous years' spelling lists or the child's stage of development) are identified and the correct spelling written underneath or in the margin. Children are expected to write out the correct spelling 3 times. There will be no more than 3 spellings corrected in any 1 piece of work. Letter and number reversals are picked up and a correctly formed example provided for the child to practice at least 3 times.

Responsive and Developmental Marking

We recognise that written feedback may not be necessary each week, however, it is expected that each half term there is at least one piece of quality written feedback for each unit of work in English, Maths and topic/science books. Teachers will use their professional discretion to move the children's learning forward. The success criteria are used to identify achievement. Stars may be used to praise additional effort or achievements and development points are identified with FF. These may be direct improvement being made to the piece of work or a focused comment to help the child in "closing the gap" between what they have achieved and what they could have achieved.

Symbols

-  star
-  focused feedback
-  support
-  independent
-  guided
-  feedback chat

These symbols are not intended to be used on all pieces of work, just when it is useful for informing assessment.

Peer / Self-Assessment

Peer & self-marking will be done regularly in KS2. In Year 1 and 2 self/peer assessment will be introduced orally and used at the discretion of the teacher. Sometimes, the children may be asked to indicate where they think a particular target or objective has

been achieved. A traffic light code is used to indicate degree of success towards particular targets.

GREEN – fully understood

YELLOW – ok, might have needed some support

RED – did not understand

This traffic light self-assessment system is started at the end of Year 1 or where appropriate for some lessons. Where appropriate traffic lights will be responded to with a feedback chat and FC written in books.

Feedback Focus Time

Reflective sessions allow children time to respond to marking and corrections. Sometimes a tick or stamp will be put through the FF symbol if a pupil's response is oral or not obvious.

Marking and Feedback in the EYFS

In the Early Years Foundation Stage, staff focus on having feedback chats with pupils.

Observations are carried out to identify whether children are on track to meet their developmental milestones and these inform planning. Many next steps are shared with children and parents. As children settle in Reception class some of the more formal elements of this policy will be adopted, depending upon the stage the child is working at.