MARKING AND FEEDBACK POLICY

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Statement of intent

Denby Free CoE VA Primary School understands that a comprehensive and clear marking and feedback policy is the key to helping pupils achieve and surpass their potential in the short, medium and long term.

This policy aims to give guidance to staff and provide a clear outline of the expectations in regards to marking and feedback. Teachers at Denby Free will ensure that all feedback and marking is given in a respectful and constructive manner which avoids negativity, and instead encourages pupils to take part in a dialogue that improves their performance.

We aim to assess effectively, so that we identify next steps in learning, communicate these clearly to the children and plan exciting and purposeful activities to move learning forward.

1. Minimal written marking

Our policy is based on incisive, direct verbal feedback and well-planned responsive teaching and learning therefore written marking in children's books is kept to a minimum. Teachers are not expected to write feedback in children's books although they may write occasional short comments to reward good work, if they consider this to be the best way of communicating in specific circumstances.

2. Feedback

2.1. Immediate feedback

Teachers and TAs are expected to give high quality, immediate feedback to learners during lessons. This is most likely to be verbal, enabling the children to improve their work at that moment. This feedback may be whole class, perhaps in the form of mini-plenaries, sometimes to groups or individuals.

Pupils can also be provided with answers to questions, for example in Maths, so they can check their own work as they go along or after completing a certain number of tasks. This will help to promote independent learning and responsibility and pupils would be expected to correct any errors, with the support of the teacher/TA, before moving on.

2.2. Peer feedback

Children should be trained to give constructive feedback to each other and this should be offered in a positive and developmental way.

Peer feedback is a valuable reflective tool but the main source of feedback in a learning sequence will always be the teacher.

By involving the children in reviewing each other's work, teachers will help pupils to identify successful methods of learning. It is important to model the process first, showing the children how to give constructive feedback and ensuring the rules for feedback are explicit. For example:

- Respect the work of others;
- Identify successful features;
- Think about the task and the success criteria when suggesting improvements;
- Provide positive and constructive feedback.

2.3. Feedback grids

Feedback grids are available to be used for appropriate situations (e.g. job shares, supply cover) in English and Maths lessons on which children's learning can be recorded. The grid is broken down into the following areas:

- Work to praise and share;
- Need further support;
- Presentation;
- Basic skills errors;
- Misconceptions and next lesson notes.

2.4. Verbal feedback at the start of the next lesson

In some lessons, the teacher/TA will provide verbal feedback to fix errors and build on successes based on their AfL from previous learning. This 'Feedback Session' takes place at the start of the next lesson for approximately 5-10 minutes and children use green pen to correct or improve their work.

The feedback session may have three 'layers' – individual feedback, group feedback and whole class feedback. A typical feedback session would have some of the following features:

- Share feedback with individuals (teacher or TA);
- Share feedback with groups (teacher or TA);
- Share feedback with the whole class;
- Share good work (which has been starred) picking out the key features perhaps using a visualiser;
- Common basic errors may be shared and retaught – e.g. a teacher may write a sentence/calculation containing the common mistake rather than using actual children's work and ask children to identify the mistake and correct it. Teachers may reteach any words that were spelled incorrectly by groups of children;
- Common misconceptions from previous lesson are shared and re-taught. Children may practise the skill on whiteboards etc;
- Children may then respond to the feedback given. Any response to feedback (e.g. to check their work for errors or improve it in some other way) is done in green pen. Where possible feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.

3. Marking code

It may be difficult for children to act on verbal feedback alone, therefore we use visual symbols to guide actions we would like children to take when responding to feedback.

A copy of this should be on display in every classroom and other areas around school where learning may take place.

Y3 staff may wish to introduce this gradually, rather than starting straight away with every symbol.

Marking symbols:

✓	=	Correct
✓✓	=	Deep understanding of the concept (for example Greater Depth level)
•	=	Incorrect (used for activities where the answer is correct or incorrect)
?	=	You need to look at this again, it is unclear
^	=	Put under the sentence to signify an omitted/missing word
S	=	Spelling mistake*
g	=	Grammar mistake*
p	=	Punctuation mistake*
/	=	New line needed
//	=	New paragraph needed
T✓	=	Task completed/understood
T?	=	Task not completed/misconceptions

* Year 3 and 4 will use the symbol next to the mistake within the children's work, as the children move towards the latter part of Year 4, the teacher may choose to mark in the margin to prepare for upper school. For Year 5 and 6 the symbol will be used in the margin of the line where the mistake has been made.

All children must be encouraged to recognise the importance of copying words correctly, using visual classroom aids and dictionaries/word banks etc to support the correct spelling of key words. When marking, incorrect spellings should be highlighted only if these are words that the pupil should know, for example age appropriate words or words that the pupil has visual access to e.g topic words.

Not every error should always be identified. It is important to consider how many words are highlighted – too many words could be disheartening and overwhelming for some children. However, it may occasionally be necessary to highlight all errors where a child is becoming complacent and needs reminding about expectations.

Teachers should use their professional judgement to target and prioritise specific aspects of teaching and learning. Every piece of work is part of a bigger, long term developmental process and basic skill errors will be noted and reviewed as part of a cycle of assessment and review of teaching and learning.

For some children, phonetically plausible attempts may be acceptable and therefore do not need to be highlighted.

As a guidance:

- No more than 6 spelling errors for a piece of work should be highlighted;
- However, if it is a HFW/spelling pattern learnt, you can highlight more words;
- Copying errors should be highlighted.

Children should be encouraged to use dictionaries, word mats, working walls, classroom displays and knowledge organisers to correct spellings. If the spelling is still incorrect, it is important to correct the spelling with the child to ensure misconceptions do not remain.

If marking in children's books, it is important to remember that we expect high standards of presentation from the children therefore our own handwriting and presentation should model these high standards. Any comments on children's work should be marked in purple.

Teachers/TAs may add praise comments or stickers where needed to indicate work that shows particularly good effort on the part of the child.

Marking and feedback may be completed by additional adults within the classroom. Supply teachers are expected to mark all work using the displayed marking codes and complete feedback sheets. It is ultimately, however, the responsibility of the regular classroom teacher to ensure that all work is marked and that the quality of feedback is of a high quality.

Where work is not marked/or feedback sheets not completed by a supply teacher, the office should be notified.

4. Reviewing progress

We expect the impact of feedback to be evident in the children's work. Persistent errors should be identified and dealt with swiftly; where this proves impossible through Quality First Teaching, additional provision must be planned and delivered.

It is the class teacher's responsibility to reflect on the impact of their own feedback and regularly check from their feedback grids that issues identified earlier in the term have now been addressed. Subject leaders and senior

leaders will monitor this closely and it will be an important focus of work scrutiny.

5. Monitoring and review

This policy will be reviewed on an annual basis by the Headteacher and any changes made will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme and after the policy has been updated on an annual basis.

The scheduled review date for this policy is October 2025.

Implementation, monitoring and reviewing this policy was published on _____.

It will be actively promoted and disseminated throughout the school community.

Signed, on behalf of Denby Free:

Headteacher: _____ *Chair:* _____

Date: _____ *Date:* _____

Approved by all Governors on Every by _____

Minute No:

Reviewed:

To be reviewed: **October 2025**

Appendix 1 **Whole Class Feedback Grid**

Lesson:	
Date:	
Work to Praise and Share	**Need Further Support**
Presentation	**Basic Skills Errors**
Misconceptions and Next Lesson Notes	

Appendix 2 **Y3 & 4 Marking Poster**

Appendix 3 **Y5&6 Marking Poster**