

Churchfield C.E. Primary Academy



Feedback and Marking Policy 2025

Signed by:

G. Lloyd _____ Head of School

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Walking together in the light of the Lord, we aim to create a supportive and safe environment where we encourage each other to be the best we can be. At Churchfield we learn to take pride in our successes and aspire to make a positive difference for ourselves, the local community, and the wider world.

Feedback and Marking should serve a single purpose: to advance pupil progress and outcomes

Introduction

At Churchfield CE Primary Academy, we recognise the importance of feedback as part 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 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
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating.

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Marking is only one aspect of feedback and this policy should be read with that in mind.

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;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- 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 is a 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.

- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

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.

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 three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As an academy, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching. At Churchfield, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, dialogue etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting • Improvement in outcomes from the start to the end of a task • Annotation to show where Teacher or TA has supported and where Independent learning has continued. • Annotation of VF where verbal feedback has been given.

Type	What it looks like	Evidence (for observers)
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer-assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking) • Improvement in outcomes from one lesson to the next • Adaptations to teaching sequences tasks when compared to planning • Annotation of VF where verbal feedback has been given.
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments (using green pen) and appropriate responses/action from children (usually, but not always, in red pen) • Adaptations to teaching sequences and tasks when compared to planning • Use of annotations to indicate future groupings • Improvement in outcomes from one lesson to the next and over time

Marking Approaches

EYFS and KS1

In Foundation Stage and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see below). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity. All learning in books will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks, stamps or brief comments (no more than 5 words).

Key Stage 2

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session.

In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. This will be evidenced through the learning completed in the next lesson. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated; comments confirming meeting of learning objectives are not necessary.

All learning in books will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks, stamps or brief comments.

Writing

In English, the following codes are used in the margin to indicate errors to check or suggest changes:



These codes should be on display in the classroom for children to reference.

Children should be given time and be expected to complete these tasks and have them responded to as with any other piece of learning. Where children are asked to add punctuation, change words etc this should be done in red pen to make this immediately obvious. Where longer responses are needed (eg re-writing sections) this should be complete using pen or pencil as children normally use.

Written comments will be focussed where immediate or summary feedback has not been possible. Comments will allow children's achievements to be recognised and provide further guidance for future learning.

Extended writing tasks will be marked by highlighting statements on writing assessment grids. These will usually be specific to the year group the child is working in unless they are working well below year group expectations and this has been agreed with SENCO/ SLT.

Where children have opportunity to write for learning in different curriculum areas, the focus for marking and feedback should be predominantly aimed at the skills and knowledge, which form the objective of the lesson. However, a minimum standard of presentation, spelling, punctuation and grammar should be expected and children held to account where this is not met.

Maths

In Maths correct answers will be marked with a tick and incorrect answers with a cross. There is no expectation that every single calculation or question should be marked with a tick or a cross. Frequently made errors and misconceptions will be noticed and acted upon through Immediate, Summary or Review marking and feedback.

Written comments will be focussed on extension tasks where immediate or summary feedback has not been possible. Children should be given time and be expected to complete these tasks and have them responded to as with any other piece of learning. Children should complete these tasks in pencil; use of red pens is unnecessary as it will be clear that children are responding to the written feedback or task.

If extension or revision tasks have been given to children as part of the immediate or summary feedback, further tasks do not need to be included in any review feedback given.

Children's overall progress towards the Learning Objective will be acknowledged with use of a stamp.

Recording of absence

If a child is absent for a lesson, this should be recorded in their book. IE 22.11.2024 *absent*. The next piece of learning should continue directly below this note (or subsequent notes if the absence is longer than one day). Learning missed by the child should be caught up with as soon as possible.

Future Learning

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases, targets are clearly set out through use of the marking code and accompanying comments.

Some children may be set a task to either correct misconceptions, consolidate learning or provide further challenge. Children should be given time and be expected to complete these tasks and have them responded to as with any other piece of learning. These tasks **should not** result in extended written dialogue between teacher and child.

Changes and adaptations to planning will be made to respond to the needs of the children, based on the feedback given to them and assessment for learning judgements.

Monitoring and Review

Adherence to this policy should be monitored by all subject leads in any book scrutiny carried out.

This policy will be reviewed annually. The next review is due in readiness for September 2026.

Feedback and Marking Policy 2026 – A Quick and Easy Guide for Staff

General

All teacher/ TA marking to be completed in **green pen**

Support should be shown using T – teacher; TA – Teaching Assistant; I – Independent. This should be recorded in the margin and can be recorded by staff or the child. Also used to show how level of support changes within a task.

VF – this should be used to demonstrate where verbal feedback has been given. What that feedback was does not need to be recorded.

All learning should be acknowledged:

English – marking codes and brief comments.

Maths – stamp to show progress towards objective

Other subjects – brief comments, extension tasks or correction of misconceptions.

English

The following codes should be used to signify errors:



Check your
punctuation



Check your
grammar



New
paragraph
needed



Check your
spellings

The amount of guidance given to children can be varied according to year group, attainment level etc.

Short edits in response to feedback – spellings, changes to words, alterations to punctuation -to be completed in **red pen**.

Longer edits/ re-writes in response to feedback to be written in pen/ pencil as normally used.

Maths

Correct answers ✓

Incorrect answers ✗

VF to signify where verbal feedback was given.

It is not necessary to mark all answers – where the child demonstrates full understanding, move them on; where they are struggling **VF** or summary feedback should be used.

Children correct calculations in pencil next to initial incorrect calculation if required

Extension or revision tasks completed in pencil where set in the book.

Progress towards objective shown by use of marking stamp: *You've achieved your learning objective* or *You're working towards your learning objective* or *You've not yet achieved your learning objective*.