



Frambury Lane, Newport, Saffron Walden, Essex, CB11 3PU
Headteacher: Miss Amy Wareham

Together we grow at Newport Primary School

Marking and Feedback Policy

Date adopted: Autumn 2025

Date approved: Autumn 2025

Review Date: Autumn 2026

Non-Statutory Policy – Approved by Headteacher

| | |
|--|---|
| This policy is linked to and should therefore be read in conjunction with: | Teaching and Learning Policy SEND policy Writing policy |
| Staff Consulted: | All teaching staff |

Marking and Feedback at Newport Primary School

Marking and feedback at Newport Primary School is intended to support pupil progress, build learning, address misunderstandings and thereby close the gap between where a child is and where the teacher wants them to be. We believe the process of marking and feedback is a crucial component of high-quality teaching. It is our aim to produce improvement in childrens' learning by ensuring that they feel that their work is valued by their teachers and peers.

The Department of Education (DfE, 2017) highlighted three simple words that best summed up useful marking, feedback and assessment:

- Meaningful – approach used depends upon the age, subject and particular piece being marked
- Manageable – marking should be purposeful and simple
- Motivating – engage with learners to make progress

Live Feedback and Live Marking

Whilst children are working, the teacher circulates and provides feedback on their work by asking questions, giving hints or through modelling and scaffolding next steps. Children review and correct their work 'in the moment'.

'Live feedback' includes the teacher gathering and responding to feedback from verbal responses and mini whiteboards. It may involve individuals, small groups or the whole class and may take the form of further support, challenge, or a change of task. Improvements/corrections should be evident in the child's work.

'Live marking' is where marking takes place during the lesson rather than after using highlighters (*See Appendix A*). It may be undertaken with individuals during class time as the adults travel around the classroom or it may take place through modelling to the whole class collectively using methods such as a visualiser, scanning work and displaying it on the interactive whiteboard. This may save teachers time, although they should ensure that the feedback given is thoughtful and purposeful and that pupils are provided with opportunities to use it. Since the teacher and child interact during live marking, it is more likely that the child is clear about exactly what the feedback means, which is sometimes not the case in distance marking. Teachers and support staff may be involved in providing live feedback and live marking.

Marking in English

Prior to the teacher marking any written work, it is important that children have been given the opportunity to 'find and fix' their own errors (spelling and punctuation) and to edit and re-draft their own work. This process of proof-reading and editing writing will need to be carefully modelled to children first. Children should edit their work in blue pen and teachers should mark in pink and green.

Marking in Maths

✓ - indicates correct answer

- - indicates an error that a pupil needs to go back and check

Where misconceptions are evident, teachers may need to provide comments which provide a model or scaffold to support the child to arrive at the correct answer. Short verbal or written feedback comments could be provided to extend children further- for example: 'Prove it', 'Explain how you know', 'Draw it', 'Show it in another way'. These short extension comments could be provided during live feedback or as a 'next step' for the children.

Structuring Lessons to Maximise the Effectiveness of Feedback

Teachers should be resourceful and flexible with the structure of lessons to 'carve' out opportunities for feedback to take place and be responded to. There should be a shift away from the traditional three-part lesson and lessons should instead be more flexible and 'fluid' in design. Examples of how feedback can be built into the day include:

- A 'soft' start to the school day e.g., groups/individuals/whole class respond to feedback at the beginning of the day or before a lesson officially begins.
- Time is planned into the start of a lesson for feedback to be given or responded to e.g. misconceptions from the previous lesson is addressed or examples of good work from the previous lesson are shared.
- Use of whiteboards throughout the lesson so children can share answers and teacher can give immediate feedback.
- Mid-lesson plenaries
- Time built into lessons for self-assessment - for example, self-marking in Maths, checking writing against success criteria checklists.
- Lessons designated for proof-reading and editing writing on a regular basis.








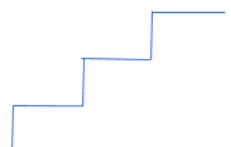
Teacher responsibilities

As stated in the Department for Education Teachers' Standards TS6 *make accurate and productive use of assessment*, teachers have the duty to "give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback."

Senior Leaders and Governors responsibilities

Senior leaders and governors are responsible for the effective deployment of all resources in school. They should consider the hours the teachers spend on marking and have regard for the work-life balance of their staff. When assessing and reviewing the marking policy, they should use the three principles: "all marking should be meaningful, manageable and motivating" as set out by the DfE's Workload Review Group.

Appendix A)

| | |
|---|-----------------------------|
|  | Achieved Learning Objective |
|  | Green for Growth |
|  | Tickled Pink |
|  | Pupil / Self Correction |
|  | Teacher worked with me |
|  | Hover Support / TA / Group |
|  | Independent work |
|  | Next Steps |