FOREST OF DEAN COMMUNITY SCHOOLS FEDERATION

PARKEND PRIMARY & YORKLEY PRIMARY

MARKING AND FEEDBACK POLICY

2026 - 2028

Policy Status

Recommended

The aim of this policy is to ensure marking is of benefit to children and moves on their learning. Marking and feedback plays a fundamental role in ensuring pupils make outstanding progress, therefore raising standards. 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

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 verifications;
• 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 teacher 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 pupil's 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.

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 – 'live' 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]

These 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 a school, 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.

Across the Federation these practices can be seen in the following practices:

Type	What it look likes	Evidence (for observers)
Immediate	Includes teacher gathering feedback from teaching including mini-whiteboards, book work, 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.	• • Lesson observations / learning walks • • Some evidence of annotations or use of • marking code / highlighting • Live correction of letter formation for the children to correct immediately • Live correction of spellings for the children to correct immediately
Summary	• 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 for 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	• Lesson observations/learning walks • Timetabled pre- and post-teaching • based on assessment • Some evidence of self- and peer assessment
Review	• 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	• Acknowledgement of work completed • Written comments and appropriate responses / action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groups • Correction of letter formation with children practising X 3 below their work • Correction of spellings with children practising X 3 below their work

Marking Approaches:

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting.

In Foundation Stage & 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 end of policy for codes]. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity.

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. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Marking Codes

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we will achieve this is through the use of our marking code, which combines use of highlighters and symbols of codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Annotation	Meaning
Blue Highlighter	A blue highlighter will be used for incorrect spelling which the children should be getting correct for their stage in development. Examples would include common exception words from the previous years and those of the current year which have been learnt so far. Topic words which have been displayed or used in a modeled example. Phonetically decodable words, again which age/stage appropriate. If the child cannot correct the spelling themselves, it will be corrected underneath the child's work. The child will write it out three times.
SP	SP to be used in the margin at KS2 where the children need to make their own corrections
Pink highlighter Or a pink dot	A pink highlighter will be used on work that needs further attention or displays an error or misconception. Pink dots will be mainly used in maths. A pink highlighter will be used on any letters that have not been formed correctly. The correct formation will be shown by the adult

	and practiced by the child underneath their work. The child will write it out <mark>three times.</mark>
<mark>Green highlighter</mark>	A green highlighter will be used to underline work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved an intended outcome.
Tick	Ticks will be used to show where the work is correct (mainly in maths)
I	Work completed independently
S	Work completed with support
V	Verbal feedback given

<u>Links with other policies</u>

Monitoring and Evaluation policy
Behaviour, Rewards and Sanctions Policy
Special Educational Needs and Disability Policy

Policy review
Written by: SLT
Agreed by Governors: March 2026   Review date: March 2028