



SUTTON CE (VC) PRIMARY SCHOOL

FEEDBACK AND MARKING POLICY

Approved by staff	☐	July 2025
Approved by Governors	☐	July 2026

FEEDBACK POLICY

Marking and Feedback Policy Framework

1. Introduction

Marking and feedback are integral to effective teaching and learning. This policy outlines the principles and practices of marking and feedback at our school and ensures that all staff provide consistent, meaningful, and formative responses to pupils' work. It reflects our school vision of **“Living Life to the full” (John 10:10)**, promoting an environment in which all pupils are supported to flourish, achieve their potential, and develop confidence as independent learners.

Our approach emphasises active pupil engagement in the feedback process, encouraging learners to reflect, respond, and take ownership of their improvement. The approach is guided by evidence from the Education Endowment Foundation (EEF) and is aligned with principles outlined by the Department for Education (DfE) and Ofsted.

This policy seeks to:

- Improve pupils' learning through clear, purposeful feedback.
- Promote independence, resilience, and a growth mindset, enabling pupils to engage fully in their learning journey.
- Reduce teacher workload, in line with the DfE's *Eliminating Unnecessary Workload around Marking* (2016) report.
- Ensure compliance with Ofsted's guidance that 'written marking should be meaningful, manageable and motivating'.

2. Aims and Rationale

- To promote assessment for learning through timely, effective, and constructive feedback.
- To ensure pupils understand when they are successful and what they need to do to improve.
- To maintain consistency of expectations across key stages.
- To provide a feedback system that is manageable for staff and beneficial for students.
- To model and promote high standards of literacy and presentation.

3. Principles of Effective Marking and Feedback

- **Timely** – feedback should be close to the point of learning, ideally within lessons (live marking), to ensure immediate impact.
- **Purposeful** – all feedback should move learning forward.

- **Specific** – feedback should identify what was done well, what needs improvement, and how to improve it.
- **Consistent** – approaches to marking and feedback should be used across the whole school.
- **Developmental** – marking should contribute to pupil progress and develop independence and metacognition.

4. Whole School Expectations

4.1 Live Marking

- **Reception to Key Stage 1 (KS1):** Every piece of work will be live marked. Teachers will provide immediate verbal feedback to the child and record minor annotations in books during lessons.
- **Key Stage 2 (KS2):** There is an aspiration for all books to be marked live. Teachers will work with focus groups within lessons, rotating these groups to ensure coverage. Feedback will be recorded in books during lessons alongside direct verbal interaction. This approach supports both immediate learning and workload reduction, aligned with the EEF's recommendations on feedback effectiveness.

4.2 Books and Workload Management

- Books are encouraged not to be taken home by staff for marking. The majority of feedback practices should occur within directed time or during the school day.
- This practice reflects the *Workload Reduction Toolkit* (DfE, 2018), supporting teacher wellbeing and efficiency.

5. Feedback Strategies

5.1 In-Lesson Feedback

- Feedback should be **verbal where possible**, enabling instant clarification and response by pupils.
- Teachers will use questioning, prompts, and correction to guide learning as part of classroom dialogues.

5.2 Written Feedback

- Where written feedback is provided, it must use **clear symbols or concise comments** based on agreed school codes or success criteria.
- **Learning objectives (LOs)** will be marked using **highlighters**:
 - **Pink** Learning Objective Met ('Tickled pink').
 - **Green** Learning Objective Not Yet Met ('Green for Growth')
- Teachers will use **blue pen** for written comments and feedback.

5.3 Pupil Response

- All pupils must respond to feedback using a **green pen**. Responses may include corrections, improvements, or additional tasks.
- Teachers must ensure pupils are given **time to respond to feedback** during the lesson or during dedicated response time.
- Children are encouraged to peer mark, particularly in KS2. This does need to be modelled and monitored closely by class teachers.

5.4 Spelling

All staff will correct spelling errors immediately as part of live marking and feedback, with particular focus on high-frequency words and subject-specific vocabulary. This applies across all areas of the curriculum, not solely in English lessons, to ensure consistent expectations for spelling accuracy.

In every piece of writing, teachers will identify and address **3–5 key spelling errors**. Priority will be given to:

- **Year group Common Exception Words (CEWs)** in the first instance
- Followed by words that align with the pupil's current phonics knowledge and phonetic understanding

Teachers will prompt pupils to correct spellings independently wherever possible, or through scaffolded support where needed, in order to develop accuracy and confidence. This approach supports a consistent culture of high expectations in spelling.

Staff will adopt a **Little Wandle-informed approach**, specifically drawing on the “*Complete the Code*” strategy. Rather than correcting errors for pupils, teachers will:

- Indicating the incorrect word by marking **(sp)**
- Providing a partially completed model with gaps for specific phonemes (e.g. digraphs/trigraphs)
- Encouraging pupils to apply their phonics knowledge to complete the word correctly

Example:

If a pupil writes “*creechur*”, it may be marked as:

cr___**t**___

Pupils are then expected to draw on previously taught phonetic patterns to correct the word.

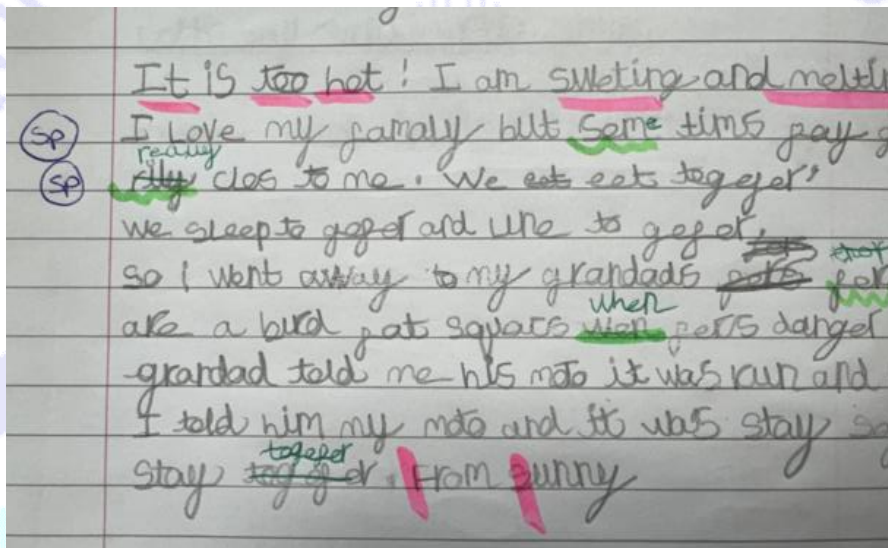
Complete the code mat

							
/ai/	/ee/	/igh/	/oa/	/oo/	/yoo/	/oo/	/ar/
a-e	y	igh	ow	oo	u	oo	ar
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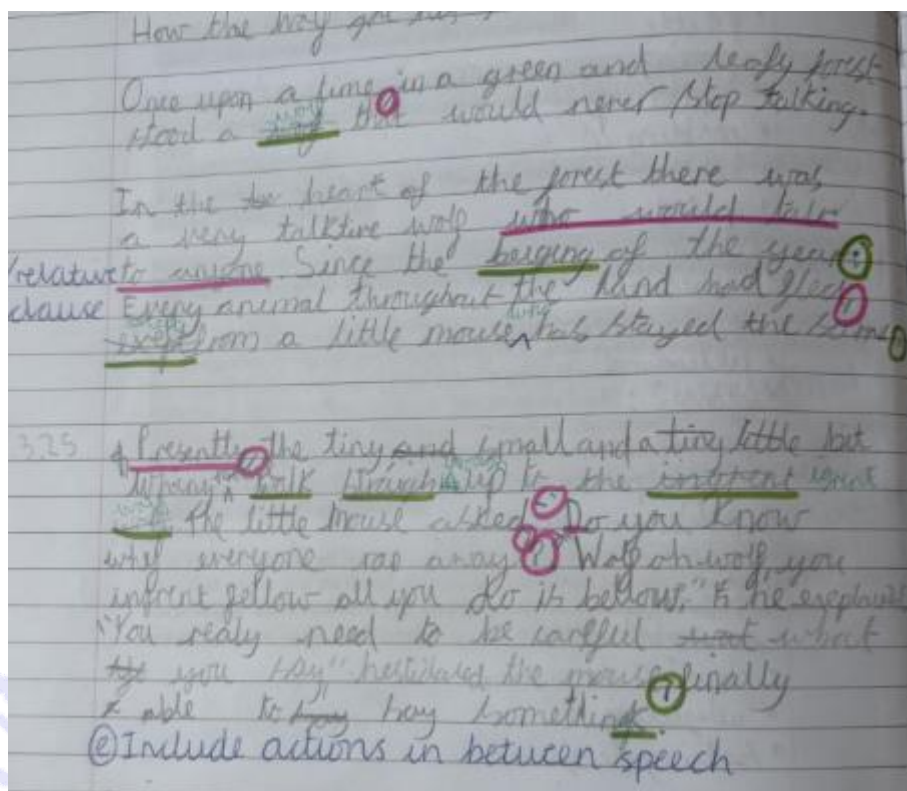
This approach ensures pupils remain actively engaged in the correction process and reinforces previously learned spelling patterns, rather than promoting passive correction.

Teachers will ensure that any spellings selected for correction are **within the pupil's taught phonetic and spelling knowledge**, enabling meaningful practice and successful application.

KS1 Example:

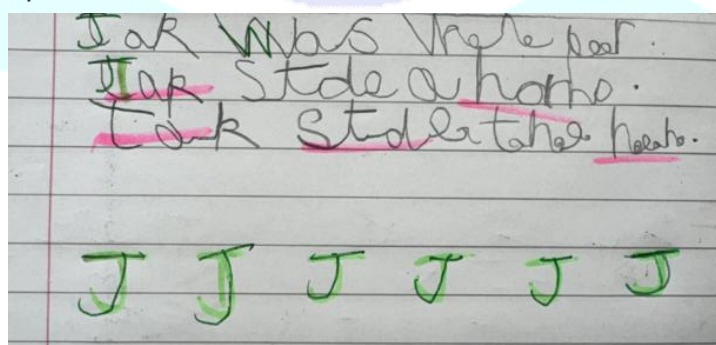


KS2 Example:



5.5 Handwriting

- Handwriting will be modelled by the class teacher when incorrect letter formation is identified.
- The correct letter(s) will be demonstrated, and pupils will be expected to replicate this **at least six times in their book**.
- Staff may use visualisers or handwriting models as scaffolds to support development.



5.6 Teacher Mark Books

- Teachers maintain **mark books** where they record:
 - Assessment judgements
 - Noted **misconceptions**
 - Observations of pupil progress and need
 - Notes that inform future planning and interventions

- Mark books are professional working documents and are not shared with pupils.

6. Subject-Specific Considerations

6.1 English and Reading

- Writing tasks will be marked for purpose, composition, grammar, punctuation, and spelling.
- Teachers will use marking ladders or checklists aligned with National Curriculum expectations for the year group.

6.2 Maths

- Mistakes in calculations must be identified during lessons and pupils supported to correct these.
- Misconceptions should be addressed through verbal feedback or guided group work during the same session or next lesson.

6.3 Foundation Subjects

- Marking will focus on learning objectives, subject-specific vocabulary, and content correctness.
- Feedback will aim to develop subject knowledge and disciplinary skills (e.g. in history or science).

7. Monitoring and Evaluation

- Senior leadership (SLT) will monitor the implementation of this policy through:
 - Learning walks.
 - Book looks.
 - Pupil voice.
 - Planning scrutinies.
- Feedback will be given to individual teachers and whole staff to ensure professional development and improvement.

8. Continuing Professional Development

- All staff will be provided with appropriate training and refresher sessions.
- CPD will reference best practice from sources including:
 - *EEF Teacher Feedback to Improve Pupil Learning* (2021).
 - *Ofsted Teacher Feedback Review* (2022).
 - DfE Workload Reduction Toolkit.

9. Equality and Inclusion

- Feedback practices must be inclusive and adapted to meet the needs of all learners, including SEND and EAL pupils.
- Visual and verbal scaffolds, checklists and adapted resources should be used to ensure equity in access to success criteria and feedback.

10. Roles and Responsibilities

10.1 Teachers

- Apply this policy consistently and professionally in accordance with the school's expectations.
- Plan opportunities for feedback and pupil response.
- Ensure that marking is developmental and leads to progress.

10.2 Subject Leaders

- Monitor standards of marking and feedback in their subjects.
- Provide guidance and support to colleagues.

10.3 Senior Leadership Team (SLT)

- Quality assure marking and feedback across the school.
- Provide training and monitor impact.
- Ensure the policy contributes to positive workload and wellbeing.

11. Review and Policy Management

This policy will be reviewed annually by SLT in consultation with teaching staff and subject leaders. Any necessary amendments will be made to reflect updated DfE or Ofsted guidance and research evidence.

References:

- Department for Education (2016). *Eliminating Unnecessary Workload around Marking*.
- Education Endowment Foundation (2021). *Teacher Feedback to Improve Pupil Learning*.
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>
- Ofsted (2022). *Teacher Feedback to Improve Pupil Learning – Research Review*.
- Workload Reduction Toolkit (DfE, 2018).



MARKING CODES

	Pink Highlighter – Tickled Pink <i>Learning has been met.</i>
	Green Highlighter – Growth for Green <i>Developments that needs to be addressed</i>
	Blue Highlighter <i>Child has demonstrated a deeper level of understanding.</i>
	Green Pen <i>Children will use this to respond to marking</i>
©	Challenge
e	Editing and improving
ⓐ	Guided Group
sp	Spelling
P	Punctuation
^	Missing word
//	New paragraph or line needed
I	Independent
S	Supported
HP	House point

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations

