



Stoke Prior First School

Feedback and Marking Policy

At Stoke Prior First School we understand the importance of providing meaningful feedback. We know it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where they are able to be. This process is a crucial component of high-quality teaching and can be seen in all of our classrooms. We take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach across the school and use marking and feedback as a crucial part of our formative assessment.

'marking should be proportionate, and the quantity of feedback should not be confused with the quality.' DfE

The Purpose of Feedback & Marking

We mark and provide meaningful feedback for the children to ensure their learning moves forward and to motivate the children to make further progress. We use marking for our own assessment purposes and to inform future planning. Accurate feedback and marking enables us to:

- Show we value the children's work and motivate them to produce high quality work.
- Raise children's self-esteem through praise for what they do well and encourage them to raise their aspirations.
- Gauge the children's understanding and identify any misconceptions.
- Demonstrate what the children's strengths are and how they can improve their work in the future through timely and high quality feedback.
- Create an ethos where mistakes are acceptable as long as learning allows children to remedy them.
- Embed opportunities for the child to learn how to assess their own work critically in order to create independence in learning and responsibility for their own improvements.
- Embed opportunities for the children to assess each other's work, identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- Create an ongoing conversation between child and adult which will aid progression.
- Create challenging but achievable targets for improvement.
- Provide a basis for summative and formative assessment.
- Provide a basis for further lesson planning.
- Establish a consistent approach

What is feedback?

'Information given by a teacher to pupil(s) about their performance that aims to improve learning.'

When giving this information, teachers have a range of decisions to make, and can provide feedback in a variety of different ways. Feedback can:

- focus on different **content**;
- be delivered in different **methods**;
- be directed to different **people**;
- be delivered at different **times**

What does this look like in the classroom?

To provide high quality feedback, a teacher needs to assess where a pupil's learning gaps are for a given task or skill. Only then can they provide feedback that targets these weaknesses. This will require effective formative assessment of pupils' understanding using carefully designed tasks, activities, and questioning to reveal pupil thinking before providing feedback on this thinking.

Examples of techniques informed by evidence that may be useful in teachers' daily practice:

Effective questioning: This enables teachers to assess pupil understanding, interpreting pupils' responses to questions to determine what feedback to provide. Teachers should ensure they are asking all pupils for responses. They should provide sufficient 'wait time' for pupils to respond and carefully frame questions so that they reveal more about a pupil's thinking. Additionally, a teacher should listen closely to a pupil's response to interpret how a pupil is thinking and what this reveals about their understanding. This will inform the feedback the teacher then gives.

All student response systems: These aim to assess the whole class' understanding of a topic, which may then inform the feedback offered. For quick checks, consider using practical approaches such as mini whiteboards, true or false (or red and green) cards, or thumbs up or down.

'Hinge point questions': these are multiple choice questions where each incorrect answer demonstrates a pupil error in understanding. Ideally, answers will be very quick to assess in the lesson, so a teacher can use these questions mid-lesson, to assess where to go next and what feedback to offer.

Carefully designed tasks: Whatever task is being undertaken, teachers should design 'tasks with feedback in mind', so that the tasks provide evidence to the teacher on what a pupil is thinking. Whatever the task, the teacher should ask themselves, 'Will the task reveal what the pupil is thinking, and can I use this to give feedback?' If not, they may need to redesign the task

Focusing feedback on moving learning forward: Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves. Specifically, high quality feedback can focus on the task (its outcome and advice on how to improve when doing that specific type of task), the subject (and the underlying processes within that subject), and self-regulation strategies (how pupils plan, monitor, and evaluate their work). Feedback that focuses on a pupil's personal characteristics is less likely to be effective.

Targeting verbal feedback at the learning intentions. Using verbal feedback that explicitly uses the language set out in your initial learning intentions and directs pupils' attention back towards this could support more structured and focused verbal feedback.

'Success Criteria checklists, which have set out the success criteria for the task, ensuring that all were clear about the learning intentions.

'Action points'. Encouraging pupils to write down and summarise the actions or goals resulting from a detailed verbal conversation.

Verbal feedback using a visualiser. By offering feedback whilst showing previously completed or currently ongoing work via a visualiser, the teacher can both maintain focused feedback on the task whilst also using the example to model and discuss learning intentions

Video or audio recording. This could be used to provide pupils feedback that they could replay, which could perhaps support their retention of it.

Written feedback

Will be timed appropriately, will focus on the task, subject, and/or self-regulation, and there will be careful consideration of how pupils receive and then use feedback. 'A teacher should only write in a pupil's book if it is going to impact on progress. The more immediate the feedback the greater the impact

- Live marking—where marking is given during rather than after the lesson—can be enacted in a variety of ways so that it proves an efficient approach. It may be undertaken with individual pupils during typical class teaching or it may be modelled to the whole class collectively using tools such as a visualizer. This method may well save teachers time although teachers should still ensure that the feedback given is thoughtful and purposeful and that pupils are provided with opportunities to use it. The approach may also allow for additional verbal interaction with pupils, which may support the understanding of feedback.
- Coded marking – using the marking guide displayed in classrooms.
- 'Thinking like the teacher'. Before the teacher expends significant effort on targeted written feedback, pupils could spend time pre-empting teacher comments and editing and revising their work (with scaffolds and modelling used where appropriate).
- Written comments - can be effective and give invaluable opportunity to provide task, subject, and self-regulation feedback. The key is to carefully consider when they are offered, ensure they include useful information and carefully monitor the time being spent on them. Ensure that pupils are then given ample opportunity to use and act on the feedback.
- When pupils receive support additional to that provided for all pupils through high quality teaching, adults will evidence this using the T/TA symbols, accompanied by a short explanation to label the support.

Quality Marking:

It has been agreed at Stoke Prior that quality marking will take place either for assessment, challenge or addressing misconceptions. When marking teachers must use the schools agreed codes to show areas for improvement. (See Appendix 1 – Marking symbols and meanings) It is expected that each piece of work will have a stated Learning Objective/Title and this will be marked/annotated.

Using professional judgement as to when to mark

A range of effective marking methodologies should be employed and there is no expectation that every piece of work will be marked. There is no expectation that one style of marking fits all purposes or all children – it does not.

There are times when work should be marked. These are:

Corrections - teachers identify where students are making misconceptions and both reshaping their teaching and providing feedback to address this. Corrections fall into two

distinct areas which need the teacher's professional judgement to address them appropriately.

Mistakes - something students can usually do correctly but on this occasion have not done so.

Misconceptions - something the student has not mastered or has misunderstood i.e. an error in understanding. When misconceptions are repeated by several students in a class, future planning is required to specifically re-teach this aspect to correct the shared misunderstanding. Teachers use their professional judgement to decide whether a whole class, small group or an individual approach is required to overcome the misconception.'

Pupil Marking/Responses

A variety of factors may influence whether pupils seek and welcome feedback—and are then able to use it effectively—and these may affect pupils differently. Careful consideration is therefore needed when offering feedback to pupils; a 'one-size fits all' approach may not be so impactful.

Factors that may influence a pupil's use of feedback include:

- Pupil motivation and desire for feedback
- Self-confidence and self-concept
- Trust in the teacher
- Working memory

Some ideas for how a teacher might prepare pupils for receiving feedback that take into account these potential factors are:

- Discussing the purpose of feedback. Conducting discussions with the class, or with particular individuals, on why feedback is being given may support pupil motivation and desire to receive feedback. The key is to emphasise that feedback is provided not to be critical but because the teacher has high standards and fully believes pupils can meet them.
- Modelling the use of feedback. Pupils may be more likely to welcome and use feedback if this is modelled to them by their peers. If a peer expresses a willingness to receive feedback and recognises that feedback is not designed to be critical of them but offered to improve their learning, a pupil is more likely to use feedback to improve their own learning.
- Providing clear, concise, and focused feedback. Sometimes less is more. Providing clear and concise feedback (which still features task, subject, and/ or self-regulation advice) may support teachers in offering feedback that does not 'overload' pupils.
- Ensuring pupils understand the feedback given. Careful thought should be given to the language and content used in feedback to ensure that pupils understand what the teacher is saying. If providing written feedback, teacher handwriting also needs to be clear enough for pupils to comprehend.

It is essential that pupils are able to respond to the feedback and teachers need to give the children time in order to do this. This could happen individually, in groups or as a whole class. Pupils will respond/edit/improve in purple pen from Year 2 onwards.

Peer and Self Assessment may be used when appropriate.

Foundation Stage:

Teachers will introduce various stages of the marking policy over time and will use peer and self-assessment that is appropriate to the age and ability of the children. Feedback will mainly be given individually and verbally. Learning Objectives and pink/green marking is used where appropriate. This will allow the children to build up their understanding of assessment and marking gradually; allowing a smooth transition into Year 1.

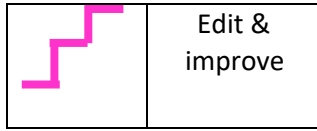
Display of the policy:

A copy of the A3 poster version of the marking symbols and meanings should be on display in every classroom

PERSON(S) RESPONSIBLE:	A.Paisley
DATE POLICY AGREED:	June 2024
Updated	February 2026: change to symbols below and bullet point in written feedback section
TO BE REVIEWED BY:	June 2027
DISTRIBUTION:	Staff / Governors / Website (delete as required)

Marking Symbols and Meanings

Marking Symbol	
T	Teacher support
TA	TA Support
Sp _	Spelling
○	Punctuation
^	Missing word
//	Paragraph
✓	LO achieved
●	LO not achieved
✓●	LO partially achieved



Edit &
improve