



Redlands Community
Primary School

Working Together and Aiming for Excellence

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Learning



Discovery Schools
Academy Trust

Sileby Redlands Community Primary School

“Feedback and Marking Policy”

Agreed by teaching staff: January 2024

Reviewed date: April 2026

Next Review date: May 2027

At Redlands, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking in books and also on digital platforms such as OneNote.

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.
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

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 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 and that the next lesson should be the developmental next steps in the children's learning.

Key Principles

Our policy on feedback and marking has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson or a rapid intervention before the next lesson.
- 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.

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 enables them to adjust their teaching both within and across a sequence of lessons.

Feedback 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 four common stages in the learning process:

1. Immediate Feedback: at the point of teaching

At Redlands, this:

- Includes teachers gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.
- 'Hot Marking' provides immediate feedback.
- Takes place in lessons with individuals, small groups or the whole class.
- Is often given verbally to pupils for immediate action.
- May involve the use of a teaching assistant to provide support or further challenge.
- May re-direct the focus of teaching or the task.

This is evidenced through:

- Lesson observations
- Learning walks

2. Summary feedback: at the end of a lesson/task

At Redlands, this:

- Takes place at the end of a lesson or activity
- Often involves whole groups or classes
- Provides an opportunity for evaluation of the learning in the lesson
- Involves self-assessment against the lesson success criteria
- Includes self-marking of work
- Includes peer assessment and peer marking
- May take the form of a quiz, test or score on a game which includes online platforms such as Kahoot and Century AI.
- In some cases, may guide a teacher's further use of review feedback, focusing on areas of need

This is evidenced through:

- Lesson observations
- Learning walks
- Self-assessment of learning intentions and success criteria through learning reflections
- Peer-assessment
- Scores or test results
- Teacher assessment of the success criteria and learning intention

3. Feedforward: 'the next step is the next lesson'

At Redlands, this can be seen:

- At the start of the next lesson 'rapid recall' is utilised to address misconceptions or to revise previous learning of skills and knowledge for long term retention.
- For whole class feedback, the teacher will discuss the strengths and areas for development with all the children and will give time for these development areas to be worked on and improved; this could be completed through proof reading and editing their work or completing any additional work.

- Editing lessons are used for improving sentence structure, vocabulary, spellings etc. These editing lessons are explicitly taught, and these skills are built upon through the child's subsequent years.
- As rapid intervention. For example, in maths children not ready for the next lesson will receive rapid intervention prior to it or at the start of the next lesson.

This is evidenced through:

- Lesson observations.
- Learning walks.
- Evidence in books of pupils editing, redrafting and correcting their work in blue pen.

4. Summative feedback: the opportunity to determine whether a child has securely mastered the material studied

At Redlands, this includes but is not limited to:

- Half/termly assessments
- Hot writing tasks
- TTRS baseline assessments
- STAR reading tests
- Internal quizzes and assessments, including online platforms as and when necessary.

This is evidenced through:

- Teacher's own tracking systems
- Data entry onto assessment spreadsheets
- Pupil progress meetings.

Marking in practice

When marking, always be conscious of the four M's: Motivating, Meaningful, Measurable & Manageable. This will help your wellbeing when only writing comments that will push learning forward and celebrate whilst being explicit in this praise.

At Redlands, we use 3 colours in our marking.

- Green – met/correct answer/positive praise
- Yellow – partially met/partially correct
- Pink – not met/incorrect answer/area for development or improvement

Learning Intentions and Success Criteria will be assessed using these colours at the end of every lesson.

Written feedback will only be given when the teacher determines that it is the most effective and relevant type of feedback for the subject, lesson, pupil or context. It will be the least frequently used method of feedback in most contexts. Written feedback will meet the school's expectations for presentation.

Children will use the same colours for self-marking, self-assessment and peer assessment. English

and maths work will be stamped to identify whether the work has been:

1. Teacher assisted work
2. TA assisted work
3. Independent work (at teacher's discretion for when working with SEND children to identify independent work.)

Marking codes

A selection of marking codes will be used across the school and in all subjects. These include:

PROUD	P -writing in pencil, R -use a ruler to draw al straight lines, O -oops! Draw a Neat line through, U -underline the title and date, D -Draw in pencil. Expectations of PROUD will be identified via a circle in pink with the particular element/elements which have not been met. Circled in green shows elements met.
CL	Omission of a capital letter
€	(With a line through it) - inappropriate use of a capital letter
Sp	Spelling error
?	Clarification needed/I don't understand what you mean here
^	Insert a missing word
	Think about the word/sentence in which needs to be edited
//	A new paragraph should be inserted here

When addressing these basic skill errors, a teacher will not highlight all errors in a piece of work but will select an appropriate number dependent on the age and skill level of the child involved. It is vital that these errors are not just highlighted in English but across all areas of the curriculum to ensure English skills are being continually practised and embedded.

Teachers may also choose to underline in pink where any of these errors or any other basic grammatical or punctuation errors have occurred to encourage children to become independent learners who can identify their own mistakes.

Guidance for Teachers

Feedback in English

In English, particularly after a writing lesson or an extended piece of writing, teachers will use feedback forms to support them in assessing the learning which has taken place. These forms will allow the teacher to:

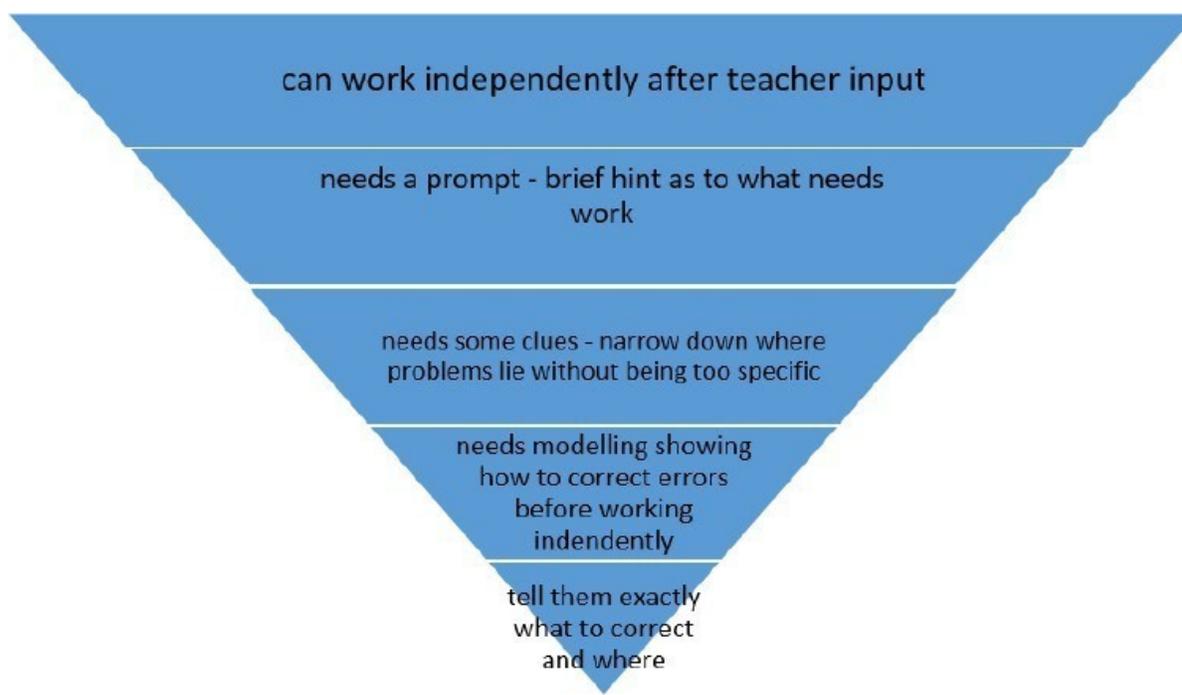
- Identify what went well (WWW)
- Identify specific pieces of work which need praising or sharing with the class
- Identify specific punctuation, grammar and spelling errors
- Identify areas which could be 'even better if' (EBI) usually focusing on general writing misconceptions
- Plan for feedback and improvement time in the next lesson
- Plan for further learning and intervention.

Teachers will then feed this back to the class during feedback and improvement time sharing the good examples of work using the visualiser or by typing them up to highlight WWW. The teacher may also share pieces of work which need editing and improving in the same way and model how to edit and improve this with the support of the children. Children will then look at their own work and find ways to improve it based on the feedback which has been shared.

They will use their blue editing pens to make changes. Some changes may have been suggested to them by the teacher through the use of pink highlighting or the use of the marking codes however, the aim is to make children independent learners who can improve their own work based on feedback.

When marking on Teams/OneNote, when an assignment has been handed in the teacher will write a comment under the 'Feedback' section and return to the child.

Some children will find editing and improving their work difficult particularly in Key Stage One and may need more support as they learn to become more independent. The strategical minimal marking triangle can support teachers in identifying the appropriate level of support to give these children:



Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Feedback in English: Reading

When hearing individual readers, the teachers and learning support assistants will provide positive feedback and next steps in the child's class reading folder. They will also indicate that the child has been read to in school, indicated via a date and stamped with the 'I have read with an adult today' stamp in their Home School Reading book.

Feedback in Maths

In most lessons, children will mark their own work and teachers will address errors and misconceptions immediately. However, when problem areas cannot be addressed immediately, individuals or groups who need further support will work with a teacher or

learning support assistant prior to the next lesson to ensure they understand the learning before moving onto the next step. If a whole class is not secure with a concept, the teacher should plan an additional lesson to further embed this learning.

Teachers will monitor whether children are self-marking accurately as well as identifying and addressing specific errors with number formation, spelling or mathematical vocabulary and errors in calculation strategies.