

Cherry Tree Primary School and Nursery



Feedback and Marking Policy

Written: May 2025
Agreed by Governors:
Reviewed:
To be reviewed: May 2027

Cherry Tree Primary School and Nursery

Feedback and Marking Policy

At Cherry Tree Primary School and Nursery, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. 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

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, this policy has been written following 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.

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 verification;
- 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 teachers 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 pupils' 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.

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

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 – at the point of teaching
2. Summary feedback – within mini plenaries or and/or at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments, codes and symbols).

The 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. At Cherry Tree Primary School, these practices can be seen in the following practices

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • May be presented as dialogic* assessment whereby the teacher and child review the work together • 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 • Likely to include ticks/highlighting/annotations or key words – in accordance to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting from dialogue
Summary	<ul style="list-style-type: none"> • Takes place within the lesson as part of a mini plenary to address 	<ul style="list-style-type: none"> • Lesson observations/learning

	<p>misconceptions or further challenge pupils</p> <ul style="list-style-type: none"> • 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 form 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 	<p>walks</p> <ul style="list-style-type: none"> • Some evidence of self- and peer assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to (key words/phrases in pink or green) • 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 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments only where appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

***Dialogic feedback.**

This is the preferred process for feeding back to pupils. Pupils are invited to share their work with the class teacher who reviews the work with the child at the point of learning (within the lesson). Pupils are clear about what is working well and how to further progress. During this process the teacher will make marks and symbols within the child's book in accordance with the marking codes. The feedback should be indicated using marking codes, examples and scaffolds as indicated in the guidance below.

This is a priority for pupils who are not working at the expected standard or not making progress in line with the expected trajectory.

Marking Approaches

All pieces of work must be acknowledged using one of the marking codes below.

In EYFS & 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 marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with 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 and cannot be given in the next lesson. 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.

Using Marking

This will take form of highlighted successes or use of pink success noted using key words or phrases from the success criteria. The use of green pen key words, phrases, comments or underlining may also be used to signify individual misconceptions or errors that need to be addressed by the child. The use of a green underline should be accompanied by a key word to indicate the misconception or guidance given.

Guidance and support given within a lesson can take the form of scaffolds or examples. These should be in green pen.

Not all inaccuracies or misconceptions need to be indicated in green - many of these will be addressed through planning and intervention.

Spelling

Spelling errors need to be noted and addressed using age related (or pupil need related) expectations – either through further/future planning or through direct feedback – verbally or written. Dependent on the age and ability of pupils, the teacher may wish to share the correct spelling or the child may be expected to correct the spelling using a dictionary.

There should be a maximum of **3 spellings in KS1** and **5 spellings in KS2**. Common exception words and age appropriate words should take priority.





Self marking

We encourage pupils to take responsibility to check their own work against a set of criteria or answers. Where a pupil self-marks or edits their work, they will use a **purple pen**. If a pupil is self-marking, they need only indicate successes with a simple tick. Misconceptions or errors can be marked with a purple dot.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols 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.

Marking codes/guide

Annotation	Meaning and explanation of use	Frequency
<p>✓ ✓✓ ✓✓✓</p>	<p>Assessment against the success criteria.</p> <p>One tick against the LT indicates beginning to understand the learning objective Two ticks developing success to understand the learning objective Three ticks indicates security in the learning objective (LT)</p>	<p>Always Every piece</p>
<p> ✓ Key word/phrase</p>	<p>Pink ticks and pink underlining should be used where a pupil has met an element of success criteria demonstrated a particular skill or achieved the intended outcome. Where pink underlining is used, it is often necessary to add in the margin the reason for the pink highlight e.g. vocabulary, adverbials or link to key word from success criteria.</p>	<p>Most pieces</p>
<p>Key word/phras  </p>	<p>Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.) can be indicted in green though a key word or phrase in the margin e.g. “punctuation”, “capitals” etc. This could be used in conjunction with the speech bubble stamp or as a key word in the margin – which may summarise the conversation held. The use of green underline may be used to indicate location of error but must include a key word or phrase for clarity. Where possible, the children should be encouraged to determine where their mistake is.</p> <p>Examples and scaffolds given to support should be in green pen.</p>	<p>Often</p>
X	Indicates an answer is wrong.	Occasional/ as needed
?	Indicates work is confusing or unclear – check your answer	Occasional/ as needed
Sp (in the margin or above the word)	Indicates that there is a spelling error to be corrected.	Occasional – as needed
P	Indicates punctuation needed. This should be in the margin of the line where it is needed but the marker may indicate where in the work this is needed.	Occasional/ as needed
^	Indicates a word has been omitted and needs adding.	Occasional/ as needed
	This should be used to indicate a guided piece of work or section within the lesson. It stands for “with help”.	As required

Response to feedback

Where feedback is given at the point of learning, it is important that the child responds immediately. This should be part of everyday assessment for learning. The book should reflect the dialogue and interactions between the child and the adult and the impact should be seen within the subsequent work or in editing.

Response to summary marking will be evidenced through some peer or self-assessment.

Response to review marking needs to be at the next lesson for that subject. Pupils will be expected to respond to the challenge or correct the mistake/error. All pupil corrections or edits (including immediate) should be in **purple**.

Review of the policy

The policy for feedback and marking is constantly under review. With the awareness of teachers' workload and with the use of on-going research, the policy may be adapted and reviewed in order to refine its impact on pupils and on workload accordingly.