



Marking & Feedback Policy

St Michael's CE Primary School

Issued: October 2025

Review date: October 2027

Our School Vision

As a school community, we aspire to develop life-long learners who have the confidence to explore the world around them and grow as unique individuals. We provide a safe family environment, inspired by Christian values, in which the flourishing of each enables the flourishing of all.

'This little light of mine, I'm going to let it shine!'

'Let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' Matthew 5:15

1. Statement of School Philosophy

At St Michael's CE Primary School, 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, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, the work of John Hattie and Shirley Clarke 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 pupils 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

In order to reduce teacher workload and ensure that the quality of education and feedback we provide is of the highest quality, we have investigated alternatives to written marking. In line with the recommendations of the DFE and the EEF, we emphasise that all 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.

2. Key Principles

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

- The sole focus of feedback should be to further pupils' learning.
- We believe that it is vital that pupils feel that their work is valued and celebrated by their teacher and other adults that they work with. All work produced by pupils will be initialed by the teacher or supporting adult to show that it has been carefully reviewed.
- The skill, the will and the thrill: pupils need the skills to take ownership of their own learning, the right learning dispositions and they need to be highly motivated to achieve. Our feedback supports the creation and maintenance of this culture.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that pupils have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to make further assessments at some distance from the original teaching input when assessing if learning is now secure.
- Teachers and support staff gather information about how all pupils are doing throughout each lesson (accounting for any misconceptions, pupils requiring further support and pupils who are performing well).

3. Feedback and Marking

It is vital that teachers evaluate the work that pupils undertake in lessons and use information obtained from this to allow them to adjust their teaching and inform future planning.

Wherever possible, we emphasise the importance of within the lesson verbal feedback as we know this is the most powerful feedback for our pupils. Teachers; however, are always mindful of giving pupils opportunities to use their own 'stuck strategies' and know when to delay feedback as a form of restudy to support developing retrieval strength.

4. 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 the three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or task
3. Review feedback – away from the point of teaching

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching 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 a review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching and planning.

Type of Feedback	What it Looks Like	Evidence (for observers)
1. Immediate	<ul style="list-style-type: none"> • Takes place in lessons with individuals or small groups. • Often given verbally to pupils for immediate action. • Includes teachers gathering feedback from teaching, including carpet work, mini whiteboards, starter questions etc. • May involve the use of support staff to provide support or further challenge. • May re-direct the focus of teaching or the task. • May include highlighting. • A selection of corrected spellings in the margin to be written out three times by the child. • HLTA to tick and sign work completed during their lessons. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of highlighting • Corrections and improvements evident in the books/Purple Pen • Corrected spellings in margin. • Evidence of HLTA ticking and signing work completed during their lessons.
2. Summary	<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 the 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. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Pre- and post-teaching based on assessment. • Evidence of self and peer assessment. • May be reflected in selected marking (end of a writing unit)
3. Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. • Teachers may use written positive feedback for pupils to read and apply. • 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. • Use of written positive feedback for pupils to read and apply. • Adaptations to teaching sequences when compared to planning. • Assessment tools updated regularly for all pupils. • Adaptation of future groupings based on need.

5. Verbal Feedback Strategies

Small Group or 1:1 Conferencing: We know that 1:1 time working on their writing, alongside their teacher enables pupils to make rapid progress. As part of the editing progress, teachers and other adults will run teacher-pupil writing conferences to support pupils' progress in writing either 1:1 or in small groups.

Mid-lesson learning stops/mini plenaries: Mid-lesson learning stops (also known as mini plenaries), allow pupils to review their work during the lesson rather than at the end when there is no time to edit mistakes and make improvements. For mid-lesson learning stops to be effective, the learning objective and success criteria have to be clear and challenging yet achievable.

Whole Class Feedback: Where common misconceptions arose, the most effective way to address them can be through whole class feedback, often at the start of the next lesson. This provides opportunities for more responsive teaching, tailored to the needs of an individual class.

Meaningful Praise: Building on the work in developing pupils' positive attitudes to errors and Growth Mindset inclinations, teachers ensured that feedback was motivational yet related directly and specifically to the learning. For example, instead of using what Black describes as a "bland and unhelpful comment" (2003, p.44-45) such as, "Well done!" Instead we should say, "Well done! You are beginning to use capital letters correctly."

6. Marking (written feedback) Strategies

Summative marking: usually consisting of ticks and blue highlighting for success against the criteria and dots and pink highlighting for areas of improvement. This is appropriate for closed tasks or exercises and can be included in 'Live Marking' during the lesson.

Focused marking: should concentrate entirely on the learning outcome of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.

Self-marking: when possible, children should self-mark closed tasks with the use of a purple pen, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning outcomes and success criteria - looking for points for improvement.

Peer Marking: children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.

8. Pupil Responses to Feedback

Pupils can respond to both verbal and written feedback using a purple pen. The purple pen is used to clearly highlight editing, corrections and improvements which have been made by the pupil. Where appropriate children may reflect on their own learning (what they found challenging and how they overcame any challenges or misconceptions they may have had).

Community

Creativity

Courage

Compassion