



Feedback and Marking Policy

September 2025

Imagine, Believe, Achieve

"Let us run the race before us and never give up" Hebrews 12:1

Matlock Bath Holy Trinity Church of England (Controlled) Primary School

Feedback Policy

Rationale:

- To create a feedback policy that puts the relationship between children and teachers at the heart of it.
- To enable teachers to be professionals and to allow children to make progress.

What is the aim of the feedback policy?

- To provide accurate, useful feedback to our children that makes a difference to their outcomes both academically and personally, emotionally and socially.
- To allow children to access feedback that supports them in making progress.
- To allow the professionals (teachers and TAs) to determine the most effective way to provide feedback to their children, thus protecting teacher workload and ensuring that the policy is applied consistently.

What is the policy?

- All adults working with children across the school will provide feedback to children on their work. Teachers are free to determine how this looks within their individual classes.
- Class teachers have a responsibility to communicate the methods of feedback to their children and ensure that all children understand how they will be provided with feedback.
- All adults working with children across the school will provide feedback to children on their personal, social and emotional needs, they will support children with their emotional development by ensuring time is made to support this development within the classroom environment.

What are the expectations?

- Each class teacher is free to determine with their class how they will provide feedback. They can use the Marking and Feedback Additional Guidance as they see fit.
- Children should be able to explain how they get feedback from their class teacher.
- There is an expectation that verbal feedback will be recorded using VF to ease workload.
- There is an expectation that feedback will have a direct impact on children's outcomes.

How is the policy monitored?

- All staff are responsible for the effective implementation of this policy.
- The policy will be monitored through conversations with children and class teachers.
- Children's work will form an important part of the monitoring process, however, this will always be carried out alongside the children to allow them to provide vital input into the feedback process.

Who is the policy for?

- Children – to ensure that the feedback they are provided with enables them to make progress
- Staff – to enable them to use their professional judgement in how best to provide feedback to their children
- Leaders – to ensure that children outcomes and teacher workload are protected
- Parents – to support them in understanding how feedback is provided to their children

When will the policy be reviewed?

- Annually

FEEDBACK AND MARKING ADDITIONAL GUIDANCE

Introduction:

At Matlock Bath Holy Trinity CofE (VC) Primary School, we believe feedback and marking should be:

1. A positive part of the learning experience for the child, when they are given feedback from their teacher, which is a valuable part of formative assessment.
2. A valuable on-going record of achievement for child, parent and teacher to see strengths and areas for development, which can be used to inform future planning.
3. A two-way process whereby children are given the opportunity to respond to the teacher's comments and marking, if appropriate.

Why we mark:

Through our responses to pupil's activities we:

- ✓ **show that we value the children's efforts as well as achievements.**
- ✓ celebrate achievement-letting children know what they did well.
- ✓ provide next steps to improve rates of progress.
- ✓ raise attainment by linking marking to objectives and success criteria of the activity and sharing this with the child.
- ✓ provide opportunities for children to respond to marking eg with their own comments, to edit and /or amend, extend their work.
- ✓ use work as a diagnostic tool to assess concepts/skills have been understood/mastered. (this information to be used in future planning) Assessment for Learning.
- ✓ have opportunities to level work using national criteria and to track a child's progress.

Who marks work?

- ❖ **The adult who works with the children within their activity is the one to mark that piece of work following the guidance within our school policy. It is not the sole responsibility of the class teacher.**
- ❖ **Teachers** including supply teachers.
- ❖ **Teaching assistants (TAs)**
- ❖ **Helpers**
- ❖ **Pupils**

When feedback is given

1. **During the activity** wherever possible to give immediate feedback/praise/intervention as necessary. This is seen as the most effective form of feedback. **Integrated Feedback** develops the children's ability to be **constant reviewers** of their work. Teachers/TAs will stop children in group/class to pause and review a child's progress, discussing how the work has achieved the learning objective as part of mini plenaries. From this point children can add/amend/redraft their work in response to the AfL discussion. Additions can be added above, using ^, or at the side on a new page.
2. **After the task**, but making sure feedback can be given wherever possible e.g. plan for reporting back to individuals/class/others
3. **Before the next session** in a sequence of work.

How is work marked?

- ❖ **Verbal feedback** and talking with the children. This is one of the most powerful means of marking children's work; a conversation & the time given to really establish how they did in order to make further progress.
- ❖ **Using the whole class sheet 'Fantastic Feedback'** – this involves the class teacher reflecting and making notes on pupil attainment one sheet on the following areas: (at the beginning and end of a unit/topic or when working with a selective group e.g. Pupil Premium or SEN)
 - Work to praise and share – good examples can be shown via the IWB
 - The need for further support – to direct teaching or TA support as needed / to alter planning
 - Presentation – to ensure high standards – good examples
 - Any basic skill errors – to ensure consistency
 - Misconceptions and notes for the next lesson – enables planning to be more specific to the needs of the group or individuals
- ❖ The class teacher will then spend some time in class before the next lesson, sharing their feedback to the children. Teaching is then more tailored to ensure progress is paramount. Children can look at their own work, during the feedback, to see where they did well and where they can make improvements, in preparation for taking their learning forward.

Teachers and TAs are to use the following, **as is appropriate & using their professional judgement**, when working with a group or individual as the green and pink highlighters can instantly give feedback to the children, to praise and challenge:

- ❖ **Highlighting in green** the sections that shows evidence of achievement of learning objective, success criteria and specific skills that have been taught within that lesson.
- ❖ **Highlighting in pink** the parts to think about and check – something is not quite right; spellings, punctuation, grammar, word choices, tenses, calculations etc.
- ❖ Extended pieces of writing **may be** marked in greater depth for development of skills **if deemed appropriate by the class teacher**. It is NOT expected that shorter tasks are marked in depth.
- ❖ **Written comments** on work, on 'post it' notes for observations, which can be added to children's records, on accompanying captions for paintings/ models (in the EYFS and KS1) and when looking at SPaG in KS2.
- ❖ **Photos** taken by adults and children, with comments about the learning that has taken place e.g, games, D.T, environmental experiences, science investigations etc.
- ❖ **Stickers** – as and where appropriate.
- ❖ **Symbols** – for the end of Reception and Year 1 work plus lower ability / SEN children where appropriate throughout the school (see appendix)
- ❖ 'Fantastic Feedback' abbreviations are used in all books by the children (see appendix) to show differentiation and support.

The process of marking – Adults

- ❖ The '**Fantastic Feedback**' planning sheet is used as a summary for the learning from the lesson – this is used to inform the next part of the children's learning, if it is useful to the teacher.
- ❖ When **verbal feedback** has been given the letters **VF** may be added. (See appendix)
- ❖ Highlighting pens are used as a clear visual of 'great' parts and 'think about' parts.
- ❖ Teachers are NOT expected to spend unnecessary amounts of time writing long feedback comments – these should be short and snappy and as are appropriate to benefit the child and their learning.
- ❖ **Teachers cannot, and will not, mark everything in every piece of work – be selective when spotting eg spelling mistakes within the topic work etc. Age and ability-appropriate expectations are used at the teachers' discretion.**
- ❖ **Symbols** are used to support. (see appendix)

Written comments:

Used *where appropriate*;

- ❖ **The learning intention to be the focus of the marking and feedback, with reference to individual targets as and when appropriate;**
- ❖ Written in 'child speak';
- ❖ Written in the handwriting style of the school;
- ❖ Positive and constructive BUT honest and realistic;
- ❖ Read to the child or time allowed for children to read comments themselves;
- ❖ Time should be given for the child to **respond** to the comments; 'Purple to Pounce'.

The process of marking – Children

Self assessment:

When appropriate children may self-evaluate their work by:

- ❖ Children indicate how they feel they achieved the learning intention in the activity by talking with their teacher.
- ❖ Using Success Criteria, created by the class teacher, to indicate the aspects they felt they included within their work.

Purple Pouncing:

- ❖ Adding their own written comment – using their purple pen to 'pounce' on their work to make it better once they have received previous work back. Their response is to the 'pink for think' highlighting from the adult who worked with them.
- ❖ There may be sentences or sections to rewrite, calculations to correct or skills to reapply in another way to check understanding, clarify points or deepen learning.
- ❖ Any spelling errors, which the children should know as is appropriate to their age and ability, is circled in pink and the letters 'sp' are written in the margin. The children then write this word correctly, following the use of a dictionary if needed within their work.

Peer assessment/marking:

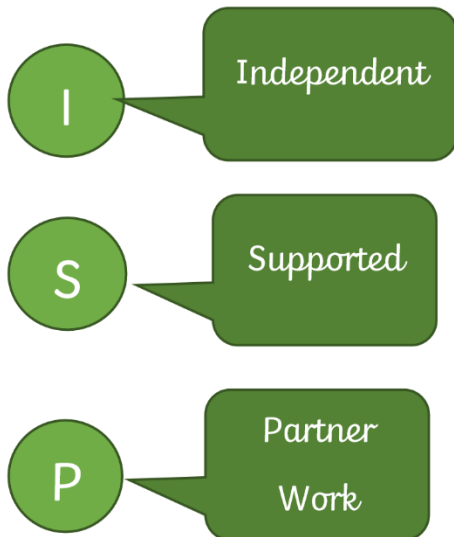
- ❖ Children discuss achievement of the learning with a partner.
- ❖ The marking partner can add a positive written comment.
- ❖ Using Success Criteria, created by the class teacher, to indicate the aspects they felt their partner had included within their work.
- ❖ Opportunities within lessons for group and whole class feedback and discussion on how to make improvements.
- ❖ This should always take a positive stance! Children should be guided through the processes to ensure respect is shown at all times.

APPENDIX

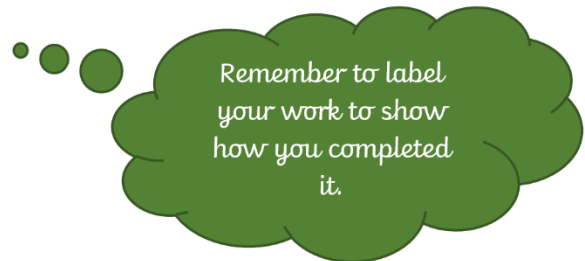
Whole School 'Fantastic
Feedback' abbreviations

'Fantastic Feedback' whole class
marking sheet

Fantastic Feedback



Key



Great Green

These are parts of your work that show you have achieved the Learning Goal.

Think with Pink

These are the parts of your work that need some editing.

Purple Pounce

This is your chance to show how you have edited your work. This shows us you have reflected on feedback.

Appendix 2: 'Fantastic Feedback' whole class feedback & planning sheet

Fantastic Feedback

Class: W / O / A

Date:

Lesson:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	