Feedback and Marking Policy
VERSION: February 2026
NEXT REVIEW: February 2029

At Ashby Hill Top Primary School, we recognise the importance of feedback as part of the teaching and 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

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 the 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 the students according to age and ability
- Feedback delivered closest to the point of action is most effective, and as such, live verbal feedback delivered in lessons is more effective than comments provided at the later date
- Feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments
- Feedback is 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 pupil's 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 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.

Implementing the Feedback and Marking Policy

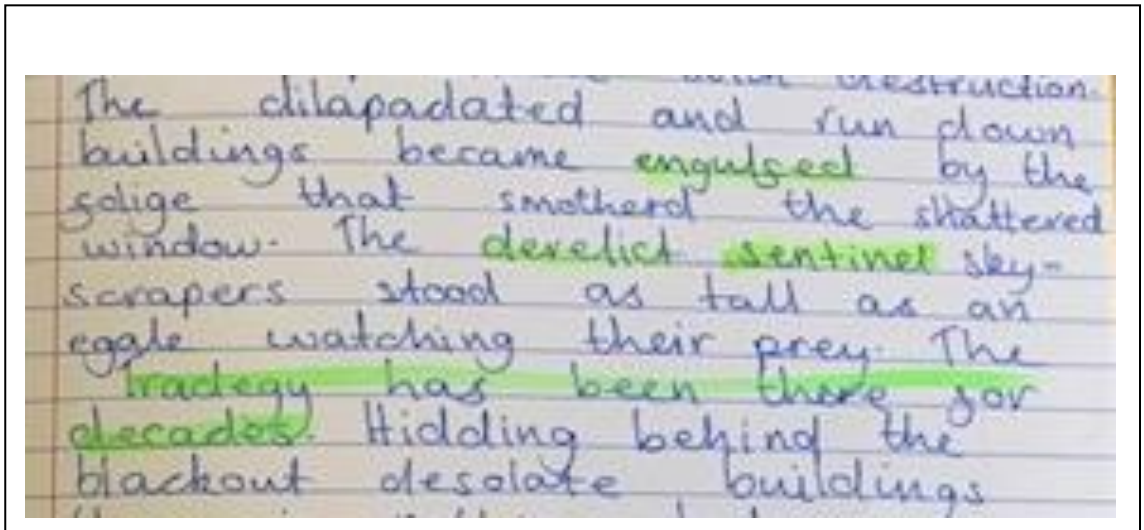
Teachers/Learning Support Assistants/HLTAs will:

- Provide frequent and prompt feedback for learners
- Relate marking to the learning objective and success criteria/targets
- Ensure feedback clearly indicates strengths to enable learners to recognise how they have been successful in their learning, as well as next steps
- Plan time within lessons to give the children the opportunity to act upon feedback
- Ensure that next steps and targets are achievable yet challenging. If a child is successively unsuccessful an intervention must be provided
- Explicitly teach the skills of responding to feedback and ensure that children understand how feedback is used to support their learning
- Use a range of age and ability appropriate feedback and marking methods including self-assessment and peer assessment (see marking symbols)
- Teach pupils how to make constructive and valuable self and peer assessments
- Whenever possible involve the child directly in feedback. The younger the child, the more important it is that the feedback is verbal and immediate
- Clearly show any assistance given to individuals or groups of children that address misconceptions or enable further progress. This could be in the form of joint workings or written comments
- In maths each individual calculation should be marked rather than one tick at the bottom of the page, incorrect answers in Key Stage One will be marked with a dot.
- If written, feedback will be in a green pen

Examples of Feedback used at Ashby Hill Top

Example 1: Identifying instant successes

When children are building up to a polished, final piece of writing in any curriculum area, teachers can indicate the sections/ phrases/vocabulary of writing that are the most successful by highlighting them in green highlighter. This method of feedback is easy for the children to see their achievements and successes.



Highlighting will not be used over the finished piece.

Example 2: Identifying editing, encouraging extended thinking

In order to indicate an area to edit or correct, in any curriculum area, an adaptable numbering system can be used. Children receive a number against their learning, which corresponds to an area to edit/extend displayed either on the board or on the visualiser, for example:

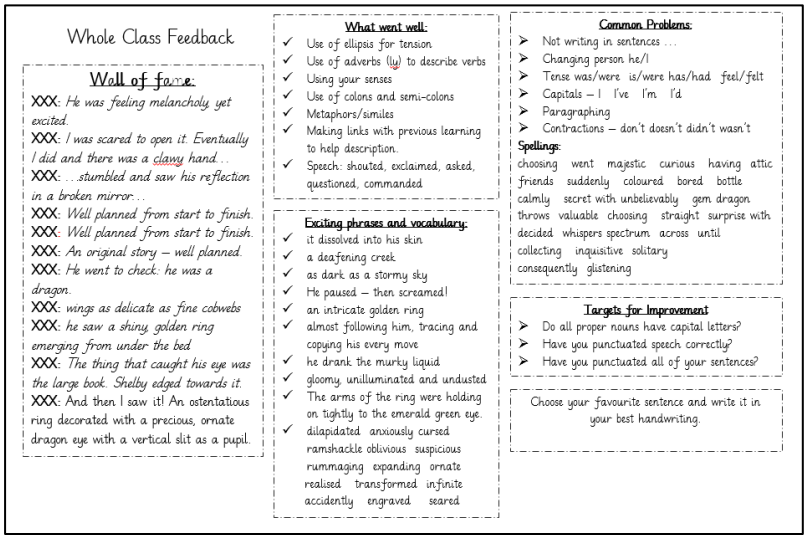
1	Check that you have not reversed any of your digits
2	Complete three of the calculations that I have shown are incorrect.
3	What have you forgotten in the answers you have got wrong?
4	Two of your answers are wrong – find them and correct them.
5	Prove that your answer to number 5 is correct

Some of the numbers can point towards direct editing, others encourage the children to be 'detectives' and therefore finding their own errors (extended thinking). By encouraging pupils to be detectives we ensure that as the recipients of feedback, pupils do as much work as the teacher. Asking children to revisit their work encourages them to press pause and study what they've done more thoroughly. It gets them to think about their original work in a more analytic way.

Example 3: Whole class feedback

For extended pieces of writing or longer tasks in maths, science or topic, teachers may use **whole class feedback**.

After a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. They then sort the books into 3 piles – children who didn't grasp the concept taught, those who showed good understanding and those who did particularly well. Teachers tick each piece of work to show it has been checked. Teachers make notes on the key messages to feedback to pupils at the start of the next lesson using a feedback proforma covering elements of children's work to praise and share, common errors or misconceptions, presentation etc. (See example)



Whole Class Feedback

Wall of fame:

XXX: *He was feeling melancholy yet excited.*
XXX: *I was scared to open it. Eventually I did and there was a clawy hand…*
XXX: *…stumbled and saw his reflection in a broken mirror…*
XXX: *Well planned from start to finish.*
XXX: *Well planned from start to finish.*
XXX: *An original story – well planned.*
XXX: *He went to check: he was a dragon.*
XXX: *wings as delicate as fine cobwebs*
XXX: *he saw a shiny, golden ring emerging from under the bed*
XXX: *The thing that caught his eye was the large book. Shelby edged towards it.*
XXX: And then I saw it! An ostentatious ring decorated with a precious, ornate dragon eye with a vertical slit as a pupil.

What went well:

- ✓ Use of ellipsis for tension
- ✓ Use of adverbs (ly) to describe verbs
- ✓ Using your senses
- ✓ Use of colons and semi-colons
- ✓ Metaphors/similes
- ✓ Making links with previous learning to help description.
- ✓ Speech: shouted, exclaimed, asked, questioned, commanded

Exciting phrases and vocabulary:

- ✓ it dissolved into his skin
- ✓ a deafening creek
- ✓ as dark as a stormy sky
- ✓ He paused – then screamed!
- ✓ an intricate golden ring
- ✓ almost following him, tracing and copying his every move
- ✓ he drank the murky liquid
- ✓ gloomy, unilluminated and undusted
- ✓ The arms of the ring were holding on tightly to the emerald green eye.
- ✓ dilapidated anxiously cursed ramshackle oblivious suspicious rummaging expanding ornate realised transformed infinite accidently engraved seared

Common Problems:

- ➢ Not writing in sentences …
- ➢ Changing person he/I
- ➢ Tense was/were is/were has/had feel/felt
- ➢ Capitals – I I've I'm I'd
- ➢ Paragraphing
- ➢ Contractions – don't doesn't didn't wasn't

Spellings:

choosing went majestic curious having attic friends suddenly coloured bored bottle calmly secret with unbelievably gem dragon throws valuable choosing straight surprise with decided whispers spectrum across until collecting inquisitive solitary consequently glistening

Targets for Improvement

- ➢ Do all proper nouns have capital letters?
- ➢ Have you punctuated speech correctly?
- ➢ Have you punctuated all of your sentences?

Choose your favourite sentence and write it in your best handwriting.

After this, the teacher plans a whole class feedback session in class using the notes from the proforma as an aide-memoire. The teacher shares the best work (perhaps using a visualiser), identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session is flexible in how long it takes but a typical session might be ten minutes or so

giving time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given.

Pupils will:

- Self-assess where appropriate using green or orange pencil crayons. Children will use a smiley face method until they have developed their understanding of self-assessment – if a sad face is coloured they will use a red pencil.
- Respond to/act upon feedback where appropriate
- Understand how to respond to their peer's work constructively and with sensitivity

Peer Marking:

- Peer assessment may be introduced from Year 2
- Peer assessment is best when it inspires a dialogue – children will be given time to share their thoughts (older children may write theirs)
- Provide clearly identified marking criteria. In KS1 this may be as simple as swapping books to check for and discuss the use of capital letters. In KS2 children may be able to select one area of improvement from a list
- Children will use their normal writing tool and initial it
- Staff will be sensitive and clever about who is marking whose and consider the use of small groups

Keeping it consistent:

- Class teachers will acknowledge at the top and the bottom of the work. Top: highlight the LO (not the whole of the title) in green (if the LO is achieved independently and the child is ready for the next step), orange (if the child required more support than their peers to achieve the LO, or had not as yet achieved full understanding) or leave blank and initial if the LO was not achieved. Bottom: a comment or tick
- If work has been marked during the lesson by an HLTA/LSA then teachers will initial at the bottom of the page to indicate that they have seen it
- Correction of spellings. A maximum of three words will be identified in any piece of work, these should be common exception words or words that are specific and important to the topic being taught. Words may be written out correctly at the bottom of the page for children to copy out three times. Older children may sometimes be asked to use a dictionary to correct their spelling – some may need a prompt to do this e.g. the first three letters of the word to enable success
- Stamps and stickers may be used where appropriate

Marking Symbols:

- // - new paragraph needed
- C – capital letter
- P – punctuation
- Sp – incorrect spelling

- ^ - omission

If used, one of the symbols above will be placed at the start of the line that the edit is needed on.

When the child is ready, these symbols will not be used, instead the word 'edit' will be written next to the line, sentence or paragraph that needs editing. Or CH (highlighted yellow – golden challenge) will indicate a challenge that has been set e.g. prove it.

- I – independent
- 1:1 – one to one support
- G – guided work
- S – supported

These symbols will be used if the child is working with more or less support than usual.

Monitoring and Evaluation:

The senior leadership team will review the implementation of this policy by:

- Undertaking regular book looks
- Learning walks
- Discussions with staff and pupils