


All Saints' C of E (VC) Primary School Maldon		
Title: Effective Feedback and Marking Policy		
Full Governing Body Ratification		
Total Number of Pages: 11	Date: 26th November 2025	
File Name: Effective Feedback and Marking Policy	Review Date: Autumn 2027	

Equality and Diversity Statement

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.



All Saints' Church of England Primary School, Maldon

Effective Feedback and Marking policy

Introduction

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of educational research March 2007, Vol 77, No 1, pp. 81-112)

Feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective. . . "feedback must answer three major questions asked by a teacher and/or by a pupil:

Where am I going? (What are the goals?)

How am I going? (What progress is being made toward the goal?)

Where to next? (What activities need to be undertaken to make better progress?"
(Ibid p86)

This policy sets out how the use of effective marking, feedback and response is consistently applied across our school to benefit pupils.

Aims

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Processes

When constructing feedback teachers need to consider:

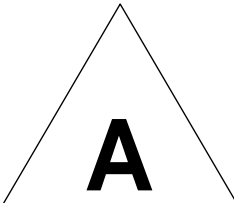
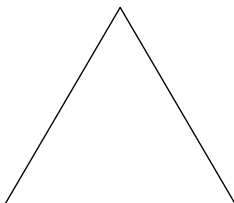


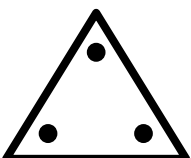
1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives, success criteria or targets.
3. Can feedback be read clearly and understood? Can pupils easily engage with feedback?
4. Does feedback indicate a next step/improvement/reinforcement in learning?

Therefore, four types of marking and feedback occur during teaching and learning at All Saints':

- i) **Teachers well considered intervention** to prompt deeper thinking and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid lesson adjustment. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in a group discussion. For younger pupils this can be noted down to record the feedback and response process.
- ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- iii) **Developmental Marking** in which incisive feedback on attainment and success is given and may result in a response from pupils either as a comment or more productively through the next piece of work.
- iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

Marking in Maths

In order to bring about the effective feedback and marking of maths work in which teachers, support staff, parents and most importantly pupils can all have a shared understanding of pupil successes in a particular area of maths a shared symbol will communicate to all stakeholders the level of success, support a teacher's assessment and quickly enable teachers and support staff to provide meaningful intervention.

	Adult (Teaching staff, support staff and parents)	Pupil
	Pupil was Absent for this learning	I was absent for this learning
	Pupil was unable to engage with this learning	I'm not yet ready to learn this.
	Pupil was able to engage with learning with a high level of adult support	I've made a start on this learning with the support of an adult. I can't do it on my own . . . YET!
	Pupil could engage independently with this learning but is not yet secure	I'm working hard at this! I'm nearly there!
	Pupil is secure in this learning objective or concept	I've done it! I'm ready to move my learning on!

At an age-appropriate stage pupils may be encouraged to self-assess using this simple set of symbols.

Marking in English

1. All pupils' work is to be at least 'light' marked by the Teacher or Support Staff.

No work should go unmarked. Response should be made as soon as reasonably possible in order to support pupils effectively. Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be in the form of photocopies of white boards and material captured electronically and reproduced as appropriate. This is important as it charts the process and progress of pupils' learning.

2. All marking is to be done in a clear, legible hand aligned to the school handwriting script.

3. The marking code is to be followed in all cases, which should be accessible to pupils in the learning environment. This code should be at the age-appropriate level. (See Appendix 1)

4. At least 1 piece of work per pupil should be developmentally marked regularly and at appropriate stages within the writing process, with the teacher identifying specific success reflected at an age-appropriate level to the pupil and giving a next step for their learning. From the Spring term in Year 6, marking may indicate more independent work as this is required for moderation purposes and in order to make secure judgements of each of the writing standards at the end of Year 6.

5. May use self-assessment. Pupils might 'traffic light' or 'smiley face' their work against their learning objective accordingly:

Red or sad face: 'I find this difficult'

Amber or straight face: 'I can do this but need more help to feel confident'

Green or smiley face: 'I can understand and do this and this shows in my work'

6. Use peer assessment. Where peer assessment has been appropriately introduced, pupils will identify one or two at most positive aspects of work and suggest one area for improvement.

Marking in the Broader Curriculum

All pupils' work is to be at least 'light' marked by the Teacher or Support Staff.

No work should go unmarked. Response should be made as soon as reasonably possible in order to support pupils effectively.

Use self-assessment. Pupils might 'traffic light' or 'smiley face' their work against their learning objective accordingly:

Red or sad face: 'I find this difficult'

Amber or straight face: 'I can do this but need more help to feel confident'

Green or smiley face: 'I can understand and do this and this shows in my work'

Use peer assessment. Where peer assessment has been appropriately introduced, pupils will identify positive aspects of work and suggest one area for improvement, this is more likely to be as verbal feedback.

Marking online work. Work completed on online platforms such as My Maths will be viewed by the teacher and marked in an appropriate way for the type of programme it is. Google assignments will also be viewed by the teacher. The teacher can add comments and mark these also, as appropriate.

Roles of other adults supporting

Support staff may mark work for groups of pupils with whom they have been working. When this is the case, they will follow the guidelines given in this policy, identifying if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be in consultation with the class teacher.

Supply teachers and Student teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers and student teachers as part of the Staff Handbook on arrival in the school.

Responsibilities – Monitoring and Evaluation

It is the responsibility of the class teachers to ensure that this policy is consistently carried out.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. They will monitor whole school consistency and evaluate impact on pupils' outcomes. They will carry out work scrutiny detailed in an annual work scrutiny schedule and feedback will be given to individual teachers. In the Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys including Tapestry.

It is the responsibility of the Headteacher to liaise with the Subject Leaders and to feed back to the Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEND and Inclusion








Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response. The SENDCo has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils.

Appendix 1 – Marking Code/prompts (to be displayed in classrooms)









Marking Code

Key Stage 1

These codes would be used in the to provide body of the piece of work.

correct	
incorrect	
Capital or lower case correction	
Missing punctuation	
Your meaning is unclear here	
Oops! Word spelt wrong.	
Wow! House point!	1 HP
Really impressive	

These codes would be used next steps.






Next step	
Sounding out	
Capital letters	ABC
Finger spaces	
Full stop	
Neat writing	
Write on the line	
Letter formation	abc 
We can look at this again together	

These codes to be used to indicate the level of support. Where no code is provided it is assumed that the pupil worked independently. There is also the assumption that verbal feedback is constantly provided in line with this policy and therefore it is no longer necessary for staff to indicate where this might have been provided.

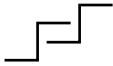
Group work	G
Partner work	P
Class teacher support	T
Other adult support	A
Supply Teacher	ST

Key Stage 2

These codes would be used in the body of the piece of work.

correct	
incorrect	x
Capital or lower-case correction	
Missing punctuation	
Your meaning is unclear here	?
Ooops word spelt wrong here	_____
Think of a better word	~~~~~
Really impressive	
New paragraph	//
Wow! House point	1 HP
We can look at this again together	

In developmental marking a next step will be provided using the code below. In KS2 where it is expected that pupils can engage with a written next step pupils will read comments from their teachers.

Next Step	

These codes to be used to indicate the level of support. Where no code is provided it is assumed that the pupil worked independently. There is also the assumption that verbal feedback is constantly provided in line with this policy and therefore it is no longer necessary for staff to indicate where this might have been provided.

Group work	G
Partner work	P
Class teacher support	T
Other adult support	A

Appendix 2 - Examples of feedback prompts for developmental marking

<u>Writing prompts</u>	<u>Maths prompts</u>
Read your work - can you add (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work - can you add (your method, a number line, etc)
Try to find the sentence which needs to be changed / doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these ... (extension/consolidation question)	Now try these (extension/ consolidation question)
Improve this sentence by adding	If the answer was what could the question be?
Is there another way you could write this? (Highlight or rewrite sentence)	Is there another way you could do this?

Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence:.....	Finish this sentence:
Fill in the blanks:	Fill in the blanks: ... eg $2 + 6 = 6$
Highlight the sentence where you have used(adverbials, conjunctions, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column addition, grid method, a strategy to check your answer, etc)
Tell me 1/2/3 reasons why I should give you a house point for this work.	Tell me 1/2/3 reasons why I should give you a house point for this work.
Tell me that have? Eg Tell me two sentences that have adverbials.	Tell me that have? E.g. Tell me two numbers that have a difference of 12.
What would you use to? e.g., What word would you use to show me what the character is feeling?	What would you use to? Eg What unit would you use to measure the width of the table?
	What are the of? Eg What are the factors of 42?
Please write another e.g.sentence that shows me how the caterpillar moved.	What is another Eg method that might have worked?
Show me how you think this sentence would work with conjunctions/adjectives etc	Show me how you think this will work with 3 digit numbers / other shapes.
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
What new words today? What do they mean?	What new words today? What do they mean? What Maths words also mean?
What would happen if?	What would happen if? Eg What would happen if you started with 52?
	Would it work with different numbers?
What if you could only use? Eg short sentences, complex sentences, adjectives for sight and sound?	What if you could only use? Eg multiples of 5, 3 digit numbers, numbers less than 0?
Verbal: How do we write the sound?	Verbal: How do we write the number?
Could you write a word with the sound?	Could you write 3 numbers in the times table?