

BOWES COTHERSTONE FEDERATION



BOWES HUTCHINSON'S C OF E (Aided) PRIMARY SCHOOL

COTHERSTONE PRIMARY SCHOOL

POLICY DOCUMENT

FEEDBACK AND MARKING POLICY

BELIEVE, ASPIRE, THRIVE, TOGETHER

Date Revised: September 2025

Date for Review: September 2026

Signed: _____
Headteacher

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.

Notably, the 2016 report of the Independent Teacher Workload Review Group, *Eliminating unnecessary workload around marking*, highlighted written marking as a key contributing factor to teacher workload. We acknowledge a central challenge associated with the delivery of teacher feedback is workload: 'Feedback, and particularly some forms of written feedback, continue to take up a large amount of teacher time, limiting the time teachers can give to other tasks and often with a negative impact on their wellbeing.ⁱ As such, we have investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable and motivating**.

Key Principles

Our policy is underpinned by the evidence of best research practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research highlights that effective teacher feedback should: ⁱⁱ

1. Lay the foundations for effective feedback;
2. Deliver appropriately timed feedback that focuses on moving learning forward;
3. Plan for how pupils will receive and use feedback.

The above three principles form the overarching core principles that we believe should inform a teacher's feedback to pupils at Bowes Hutchinson's Church of England Primary School; following them is more important than using a particular method of feedback delivery (such as written or verbal).

As a Federation, we believe:

- the sole focus of feedback and marking should be to further children's learning;
- 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;
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- 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.
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.

Within these principles, our purpose is 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**.

Our whole school principles of effective teacher feedback in practice

1. Teachers will lay the foundations for effective feedback:

To ensure that feedback to pupils has the most positive impact on pupil attainment, teachers need to consider how they will lay the foundations for feedback to move children's learning forward. Teachers need to provide high quality instruction, including the use of two formative assessment strategies. Good initial instruction will reduce the work that feedback needs to do while formative assessment strategies are required to:

A. set learning intentions (which feedback will aim towards); and

B. assess learning gaps (which feedback will address). Put most simply, this means providing teaching that is adaptive to pupils' needs and using evidence about learning to adjust instruction to ensure that learning moves forward.

2. Teachers will deliver appropriately timed feedback that focuses on moving learning forward:

We recognise that feedback given as close to the point of teaching may be effective as it could prevent misconceptions from forming early on in a child's learning. We recognise the crucial role that teacher judgement plays in delivering feedback at the appropriate moment. To guide this judgement, teachers should consider three things: the task, the pupil, and the class.

Table 1: Appropriately timed feedback

The task ⁴¹	The pupil	The class
		
The timing of feedback may need to be adjusted depending on the task that pupils are undertaking. Some tasks may give feedback themselves so immediate feedback may not be necessary. For instance, mistakes may arise quickly and obviously in music or art if a pupil can clearly hear or see an error arising. The same may be true for PE, where a pupil attempts an exercise and quickly sees that it doesn't achieve the required results. Missteps may also become self-evident in maths or science if upon completing a task, a pupil has not produced the answer they expected. The specific task itself may also have been designed to give immediate feedback—for example, a computer-aided quiz that informs pupils of right or wrong answers. Or perhaps the teacher has revealed answers in advance and has asked pupils to show their workings to get there. In these instances, a teacher will not need to provide immediate feedback as the task itself provides it. However, other tasks may not reveal errors, gaps in knowledge, or misconceptions so swiftly: when writing an essay or conducting a science practical, for example, students may be less likely to recognise the source of their errors early on. Failure to correct these could lead to these misconceptions enduring and hampering later understanding so teachers may opt to intervene earlier.	Some pupils may benefit from more immediate feedback whereas others could improve as a result of delaying feedback.⁴² A teacher can monitor pupils' progress in tasks, assessing which pupils may be struggling unproductively (who may require a hint or a steer in the right direction or may want some immediate feedback in order to feel more supported) and which pupils may be progressing well. Providing feedback to pupils already working well may distract them or even deprive them of the opportunity to learn and get to the answer themselves.⁴³ A pupil may well fall between these groups and a teacher may then look to provide scaffolded feedback,⁴⁴ varying the amount of feedback depending on the pupil to ensure that they are not given the full answer but given enough guidance to usefully progress. As Dylan Wiliam explains: <i>'Most teachers have had the experience of giving a student a new task only for the student to ask for help immediately. When the teacher asks, "What can't you do?" a common reply is, "I can't do any of it." In such circumstances, the student's reaction may stem from anxiety about the unfamiliar nature of the task and it is often possible to support the student by saying something like, "Copy out that table, and I'll be back in five minutes to help you fill it in." This is usually all the support the student needs. Copying out the table forces the student to look in detail at how the table is laid out and this busy-work can provide time for the student to make sense of the task itself.'</i>⁴⁵	Upon setting a task, a teacher may notice early on that a particular misconception has arisen across a large proportion of the class. For example: - When teaching the positioning of numbers on a marked number line, a Year 1 teacher realises that many children do not understand the model sufficiently and are confused about why numbers are placed on marks rather than in intervals. - Following a reading of <i>Romeo and Juliet</i> and setting a task for pupils, a Year 8 English teacher realises that many pupils are confusing which characters belong to the Capulets and which to the Montague family. - When teaching GCSE geography, the teacher notes that half the class have misunderstood the definition of 'low income', 'medium income' and 'high income' countries. Teachers often catch these misconceptions early on and, if widespread enough, may opt to provide immediate whole-class feedback or re-teach that particular area of content.

Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves. Specifically, high quality feedback can focus on the task (its outcome and advice on how to improve when doing that specific type of task), the subject (and the underlying processes within that subject), and self-regulation strategies (how pupils plan, monitor, and evaluate their work).

	Feedback more likely to move learning forward			Less likely
	Task  <i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i>	Subject  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	Self-regulation strategies  <i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i>	Personal  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as 'rebellion' or 'Iceni tribe'.'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've used to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

3. Teachers will plan how pupils will receive and use feedback:

A variety of factors may influence whether pupils seek and welcome feedback—and are then able to use it effectively—and these may affect pupils differently. Careful consideration is therefore needed when offering feedback to pupils; a ‘one-size fits all’ approach may not be so impactful. Factors that may influence a pupil’s use of feedback include:



We recognise that our teachers might prepare pupils for receiving feedback by considering these potential factors:

Discussing the purpose of feedback. Conducting discussions with the class, or with particular individuals, on why feedback is being given may support pupil motivation and desire to receive feedback. The key is to emphasise that feedback is provided not to be critical but because the teacher has high standards and fully believes pupils can meet them.

Modelling the use of feedback. Pupils may be more likely to welcome and use feedback if this is modelled to them by their peers. If a peer expresses a willingness to receive feedback and recognises that feedback is not designed to be critical of them but offered to improve their learning, a pupil is more likely to use feedback to improve their own learning. Teachers may, therefore, look to explore ways of modelling the effective use of feedback. For example, could whole-class discussions focus on a learner who has improved their work because of feedback? Additionally, could the effective use of feedback be celebrated when it happens in the classroom?

Providing clear, concise, and focused feedback. Sometimes less is more. Providing clear and concise feedback (which still features task, subject, and/ or self-regulation advice) may support teachers in offering feedback that does not ‘overload’ pupils.

Ensuring pupils understand the feedback given. Of course, careful thought should be given to the language and content used in feedback to ensure that pupils understand what the teacher is saying. If providing written feedback, teacher handwriting also needs to be clear enough for pupils to comprehend.

Whichever feedback strategy a teacher opts to use, they should monitor whether their feedback is being used by pupils. If not, the approach will need to be adapted to ensure that pupils are welcoming and acting on the information provided.

Feedback approaches

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 – at the end of a lesson/task
3. Review feedback – away from the point of teaching

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.

- We have agreed that teachers will mark the work in **green pen**.
- Children will neatly and legibly edit their work using a **purple pen**.

All work will include the date and learning objective (LO), which will be underlined. The success criteria will be shared with children, who will be clear about what they are learning in each lesson, and how to achieve success.

All work will be acknowledged in some form by class teachers, in accordance with the marking code. Editing does not need to be done for every piece of writing.

In Foundation Stage & 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. The marking code (see Appendix 1) will be used for all pupils. Where written marking or annotations are appropriate, the intention is that minimum time should lead to maximum outcome.

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. 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. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated, but must be acknowledged by the Class Teacher.

What *might* effective and time-efficient written feedback look like in the classroom?

We recognise that written feedback, if delivered effectively, can support pupil progress. To ensure that the effectiveness of such feedback, we recognise that the following strategies could prove useful:

Live marking

Marking is given during rather than after the lesson and can be enacted in a variety of ways so that it proves an efficient approach. It may be undertaken with individual pupils during typical class teaching (careful consideration of the learning and focus of all pupils during this time is important) or it may be modelled to the whole class collectively using tools such as a visualiser. This method may well save teachers time although teachers should still ensure that the

feedback given is thoughtful and purposeful (rather than just adding the teacher's pen to books for the sake of it) and that pupils are provided with opportunities to use it. The approach may also allow for additional verbal interaction with pupils, which may support the understanding of feedback. Teachers will use codes specified in the marking code during live marking (see appendix 1).

Written comments.

It is worth noting that written comments can be effective and should not be rejected by teachers because of the opportunity cost associated. Indeed, they may offer an invaluable opportunity to provide task, subject, and self-regulation feedback. The key is to carefully consider when they are offered, ensure they include useful information (see Principle 2), and carefully monitor the time being spent on them. A teacher may not need to give written comments all the time, for every task, and if teachers are taking the time to provide comments, they should ensure that this time is not wasted, ensuring that pupils are then given ample opportunity to use and act on the feedback (Principle 3).

What *might* effective and time-efficient verbal feedback look like in the classroom?

We recognise that verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole-class feedback or a structured one-to-one discussion; alternatively, it can be instantaneous and spontaneous, such as quick prompt task advice ('you could do with more detail in that answer'). It can be directed to an individual pupil or a specific group with shared learning needs. On the other hand, it could be offered to a whole class. It can accompany written feedback, whether that be comments, marks, or grades, or it can stand alone. Regardless of how it is delivered, it is crucial to note that verbal feedback is not simply an 'easy' alternative to written feedback. While it may offer a time-efficient alternative to some forms of written feedback, careful thought and consideration is still required when delivering it.

Whole class, group and / or one-to-one verbal discussions.

Following a lesson, teacher will assess how well all children have secured a learning intention by looking at the work completed. Teachers will then make notes on key messages to deliver to pupils at the start of the next lesson using the whole class analysis grid (see appendix 2), or annotating lessons plans, or use any other format which is useful to them. The teacher will then plan a whole class feedback session using the notes from the grid. This session is flexible in how long it will take and teachers will use their own discretion on items to share within the feedback session. All classrooms have a visualiser attached to the teacher's computer in our school. We recognise the effectiveness showing previously completed or currently ongoing work via a visualiser, as the teacher can both maintain focused feedback on the task whilst also using the example to model and discuss learning intentions.

Child-led assessment, feedback and editing

Children should carry out assessment, editing and feedback in a number of ways such as; in response to teacher comments or marking, as a result of self-assessing and reviewing work against targets or a success criteria or through peer marking. Dialogue between children about learning is an important skill that we seek to develop throughout school. Therefore, it can be helpful for children to assess the work of others in the class and give peer feedback. Feedback may be verbal or written and if written, the comments should be initialled by the child-reviewer. Children should be trained in how to give effective feedback that is KIND, SPECIFIC and HELPFUL and relates to the success criteria or targets. Scaffolds and marking proformas can be given to children to support them with child-led feedback.

Same Day Intervention

If a misconception has been identified in the lesson and there is capacity to address this within the lesson, then this should be completed then. If a misconception is identified after the lesson, arrangements should be made for a **Same Day Intervention** to take place. However, if this is not possible, it should be planned to be delivered the following day.

Marking Code

Indicated in the margin

This is what you will see...	... and this is what it means
✓	This is correct.
✓✓	This is impressive.
.	This is incorrect. Children to correct in green.
VF (details in brackets)	The pupil has received verbal feedback from an adult.
sp	There is a spelling mistake on this line or next to the word.
gr	There is a grammatical error on this line or next to the word / phrase.
p	There is a punctuation error on this line or next to the word / phrase.
	Indicates area for improvement following feedback.
C or ✓	The area for improvement has been responded to and the teacher has checked that it is correct.
└┐	Next Step / Challenge Question.
T / TA	The teacher or teaching assistant helped you in the lesson

Green - Teachers marking colour

Purple – Children to correct

Children will be regularly reminded about the meaning of these codes. Codes will be displayed in the classroom and in the front of books.

ⁱ Allen, R.; Benhenda, A.; Jerrim, J. and Sims, S. (2019). New evidence on teachers' working hours in England. An empirical analysis of four datasets, Research Papers in Education; Jerrim, J., & Sims, S. (in press). When is high workload bad for teacher wellbeing? Accounting for the non-linear contribution of specific teaching tasks. Teaching and Teacher Education.

ⁱⁱ EEF: Teacher feedback to improve pupil learning report, 2021.