Harrietsham Church of England Primary School

Marking and Feedback Policy

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Date approved by Governing Body:	September 2026
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Review date:	September 2027

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School Context

Harrietsham CEP Vision Statement

We are a warm, welcoming, and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide –providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential.

"Nurtured we flourish"

We are a nurturing school. As such we believe in, and follow, **The Six Principles of Nurture** in all of our practice.

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

Our Values

The roots of our vision are in the parable of the Mustard Seed.

'The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches'.

Matthew 13 31-32

In order to grow and reach our potential, everything that we do in school is driven by our vision and underpinned by our core Christian values of:

Love, Fellowship and Forgiveness

Everything that we do in school is driven by our Christian vision and values. Provision is made so that all may flourish without reference to their ability, aptitude, gender, race or faith. The school takes this responsibility seriously and therefore has a separate policy regarding feedback. This policy reflects our values of love, forgiveness and fellowship, acknowledging that for our children to grow and achieve their full God given potential, we are to provide high quality feedback in line with our values.

We will:

- Give and accept feedback with love and warmth without humiliation or recrimination.
- Acknowledge and forgive mistakes and use these as learning opportunities.
- Work together in fellowship to support each other in moving forwards, for example through peer feedback.

Introduction

At Harrietsham C of E 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.

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback and marking throughout our school.

All members of staff should have high, but realistic, expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

Rationale

In devising this policy, we are mindful of the research surrounding effective feedback and the workload implications of written marking, as well the fragility of new learning based on cognitive science.

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
- Put the onus on students 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.

Notably, the Department for Education's exploration of teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to 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.

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.

Key Principles

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

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be ***used as a last resort*** for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.

- Children should receive feedback either within the lesson itself or in the next appropriate lesson.
- The 'next step' is usually the next lesson.
- 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.
- 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 children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to provide opportunities through spaced practice and retrieval activities to get feedback at some distance from the original teaching input when assessing if learning is secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit 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.

Strategies can include marking, verbal feedback during the lesson, 'hot marking' annotations during the lesson or grouping books after a lesson to provide a list of pupils who need additional input before the next lesson or who need further challenge. This will be evident in the form of a 'KUCU' or a * being written in the child's book followed by additional support and input from the teacher.

Why do we assess and give feedback during the lesson?

- To provide opportunities to discuss with children what they are learning
- To intervene in a timely way if children have not understood work and to further challenge them if they have
- To motivate further by praising current achievements
- To inform the next step in learning so that children know what they need to do in order to improve
- To provide ourselves with feedback on how well pupils have understood the current work so that we can plan the next stage of teaching and learning
- To enable teachers to make judgments about pupil attainment

By giving timely feedback, teachers demonstrate to children that ***their efforts are valued***; this gives additional purpose to pupils' work. If children are not given constructive, specific feedback, they will not know their next steps and may lose motivation.

Feedback and Marking in practice

It is vital that teachers evaluate the work that children undertake in lessons and use the information obtained from this to allow them to adjust their teaching and the pupil to make improvements / correct misconceptions. Feedback occurs at one of these stages in the learning process:

1. **Immediate feedback** – at the point of teaching, often in response to questions or shortly after the start of a task
2. **Developmental Feedback** – provided during an activity, at the end of a lesson where the learning will be continued the following lesson or times where the child will have the opportunity to revisit their work
3. **Summary feedback** - at the end of a lesson or task, a marking code and green highlights to show the children if the Learning Question has been met and to provide positive reinforcement

Assessment of all work for improvement will take place directly linked to the lesson's learning intentions, the extent to which the child has met the learning intention will be made clear and support or a digging deeper task will be used to reinforce, scaffold or extend learning. The support or challenge will be incorporated into the next lesson for the children or set as additional tasks.

What does this look like? All pieces of work will be marked and acknowledged. Children receive verbal feedback (either immediate or developmental) throughout all lessons in line with good practice. Below shows a summary of our Summary Feedback – to be completed at the end of a lesson. **EYFS** Due to their young age, written task feedback is not appropriate. Therefore, feedback will be verbal and 'in the moment'. **Year 1 upwards** Developmental feedback will enable the children to improve for themselves in areas for development identified by the teacher upon review of the work after the lesson.	
LQ achieved	➢ LQ highlighted green
LQ not achieved	➢ LQ highlighted in pink ➢ KU symbol written next to LQ to show the child needs additional support ➢ KU should be ticked when completed (outside of lesson as an additional task – planned time for this - or within the following lesson – with the class teacher or LSA to ensure misconceptions are addressed) ✔
LQ exceeded	➢ LQ highlighted pink ➢ LQ will have a * next to it to show the child needs a developmental challenge to extend their learning (deeper learning task) – this could be written or stuck in ➢ * should be ticked when completed (outside of lesson as an additional task – planned time for this - or within the following lesson) ✔
LQ achieved with careless errors in other areas of learning	➢ LQ highlighted green ➢ Careless errors are identified in pink pen (e.g. careless mistakes in maths, spelling errors). ➢ Children must correct these in purple pen during EMW or in the next lesson – plan time for this.
Feedback	➢ No written feedback required from teachers – verbal developmental feedback in the moment. ➢ Pink pen is used to identify correct or incorrect answers. ➢ Pink pen is used to identify careless errors for children to amend next lesson or for EMW (e.g. mistakes in maths, spelling errors) ➢ Comments might be made to outline KUCU tasks or extension tasks ➢ *Green highlights: something they've done successfully, in line with the LQ/aim of the lesson (e.g. use of adjective/ verb) where appropriate* ➢ Purple Pen – children's responses and corrections (see above)
Level of support	The following letters will be written next to the LQ to identify levels of support provided. If this support was only for particular questions, the letter

<table>
<tr><td></td><td>could be written in the margin next to it. If no letters are written, it can be assumed the work was completed independently.

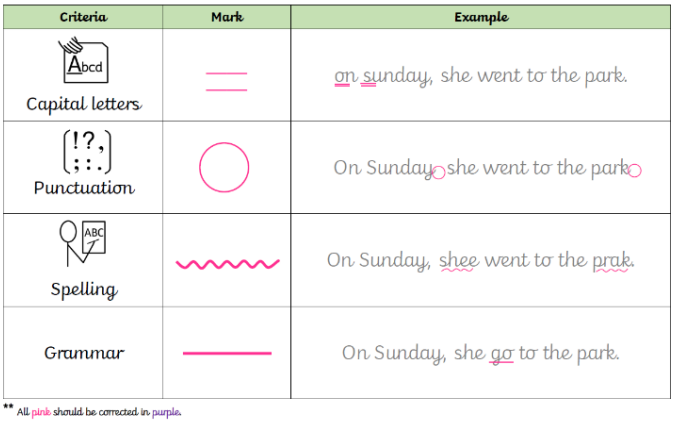
➢ A – adult-led
➢ G – group work
➢ S – some support given</td></tr>
<tr><td>Written pieces and extended writing</td><td>➢ EYFS
- Verbal feedback in the moment: Oral dialogue with children about their play, learning or special books.
- Annotation of learning and photographs by staff in learning journey.
- Children beginning to annotate their own learning and pictures.
➢ Year 1 & 2: Each symbol to be written in the margin, on the line of the error, in pink pen and error circled.
➢ Year 3 & 4: Symbol to be written in the margin on the line
➢ Year 5 & 6: Symbol to be written at the end of the paragraph/piece.

<u>Marking Key:</u>

P – punctuation missing

Sp. Spelling error linked to year group

G – missing or incorrect grammar

^ - missing word or phrase

</td></tr>
</table>

When do we feedback?

- Ideally whilst the work is in progress
- At least at the completion of a piece of work
- As soon as possible after the completion of the work

Our feedback will involve a "write, reflect, mark" sequence during lessons where the emphasis is on 'live feedback' i.e. adults giving pupils formative, verbal feedback (supported by written prompts if necessary) to focus their attention on what they need to do (or amend) to achieve the objective at the point of learning.

Foundation Assessment

At the start of each term, teachers will map out the Ready to Progress Criteria taught for each subject within their Medium Term Plans to ensure full coverage. A list of the Ready to Progress Criteria will be outlined at the front of each book. These books, with the Ready to Progress listed, will be used to inform foundation assessments, which will be uploaded to Arbor at the end of each big term.

Example of Ready to Progress Criteria mapped across each lesson:

Year 5 History		
Ready to Progress Criteria	➢ I can examine how different cultures have impacted and influenced different civilisations and what we have learned from successes and mistakes from the past. ➢ I can compare and contrast early and late stages in a studied period. ➢ I can examine causes and results of great events and the impact of these. ➢ I can evaluate primary and secondary sources and make simple inferences, comparing accounts from fact or fiction.	
LQ	**LQ not met**	**LQ exceeded**
Term 2 – Anglo Saxons and Vikings		
What was life like in England at the end of the 4th Century?		
How did life change in England after the fall of the Roman Empire? I can examine how different cultures have impacted and influenced different civilisations and what we have learned from successes and mistakes from the past.		
How was Anglo-Saxon Britain ruled?		
What shifts in religion and power were there and how do we know this? I can compare and contrast early and late stages in a studied period.		
Who were the Vikings and why did they carry out raids? I can examine causes and results of great events and the impact of these.		
Term 4 – Ancient Maya		
Where and when did the Maya live?		
What made the Maya civilisation so successful?		
How do we know about the Maya? I can evaluate primary and secondary sources and make simple inferences, comparing accounts from fact or fiction.		
How were the Maya ruled?		
What do we know about the Maya City States?		

What do we know about the leaders of the Maya?		
What impact did the Chichen Itza have on trade in the North and South? I can examine causes and results of great events and the impact of these.		

Subject Specific Feedback

Marking of Mathematics	• All pupil calculations are to be marked with a focus on effective, 'in the moment', marking and opportunities for self-marking across lessons. • Where an answer is incorrect, children should be given time to correct it themselves. • KUCU (Keep Up Catch Up) will be written next to the LQ or in the margin when additional support and follow up is needed. • Deeper learning evidence for children who are ready to move on.
Marking of English	• Developmental marking should be provided during the drafting process. This will be based on the child led success criteria with children being given time to respond to their target during the editing and improving stage of the writing process. • Spellings and punctuation should be marked as per the key above.
Marking of all foundation subjects (including extended pieces of writing)	• Regular verbal feedback based on the principles discussed within this policy. • All pieces of work acknowledged with LQ highlighted • All subjects will be marked in line with 'Written pieces and extended writing' as per the key above.

The Book Look (sorting into three piles)

After the lesson, the teacher looks through the pupils' books to evaluate learning. Teachers will use this as the starting point for the next lesson or for rapid catch-up prior to the lesson.

Teachers sort the books into 3 piles:

- children who didn't grasp the objective or underperformed and require support
- those who showed solid understanding
- those who did particularly well or exceeded the objective and require challenge

Teachers use the marking code above for each piece of work.

All adult written feedback in books is written in pink pen in order for it to be easily seen by pupils.

Please note, if there is no indication to the level of support or verbal feedback it can be assumed that the learning was conducted independently.

Keep up and Catch Up

Keep Up and Catch Up are integral to our marking, feedback and formative assessment approach. They ensure that gaps in learning are identified quickly and addressed before they become embedded.

Keep Up is the immediate response to small gaps or misconceptions identified during or at the end of a lesson. Teachers use in-the-moment formative assessment to identify pupils who have not yet secured the key concept, knowledge or skill and provide timely support so that they can continue to access the next stage of learning. This may include:

- Additional teacher modelling or guided practice.
- A targeted EMW or catch-up task focused on the specific gap.
- Additional practice or retrieval.
- A short-term teacher-led intervention for pupils with a common gap.
- Pre-teaching or post-teaching of a specific concept or skill.
- A retrieval starter to address a gap identified across the class.

Where a key concept has not been grasped, teachers do not simply move on; they revisit and reteach as necessary to enable pupils to keep up.

Catch Up addresses more significant gaps in learning, particularly where a pupil has gaps in knowledge or skills from previous learning or below their current year-group expectations. These gaps are identified through formative assessment, assessment information and ongoing review of pupils' work. Catch Up provides targeted opportunities to address the precise prior learning gap through approaches such as focused adult support, teacher-led intervention, pre-teaching, post-teaching, modelling, guided practice and retrieval.

Both approaches are precise, responsive and proportionate: teachers identify the gap, provide the appropriate teaching or practice, and assess whether the pupil has subsequently secured the learning. This ensures that pupils are supported to keep up with current learning while systematically catching up on gaps from previous learning.

The role of other adults

Formal marking is the responsibility of the class teacher. However, Learning Support Assistants are trained to question and provide feedback and, where appropriate, mark the children's work. They work closely with the teacher and share any feedback given (either verbally or when marking) to inform future planning. They will also mark using a pink pen.

Special Educational Needs and Disabilities

When marking the work of children with Special educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is adapted to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers. Reasonable adjustments will be made so that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

Related Policies

This policy also needs to be in line with other school polices and therefore should be read in conjunction with the following:

- Teaching and Learning Policy
- Assessment Policy
- SEND Policy