



Marking and Feedback Policy

Last reviewed:

Summer term 2025

Next review due:

Summer term 2028

Feedback Vision

At Elsenham C. of E. Primary School, feedback exists to improve learning. We believe pupils make the most progress when they think hard, reflect, and take responsibility for improving their work. Feedback should guide this process, not do the thinking for them. To really learn something we have to think hard about it and this doesn't happen when pupils don't have to find their own mistakes.

Core Feedback Principles

Our feedback practice is underpinned by the following principles:

- The sole purpose of feedback is to further children's learning.
- Feedback is not evidence for observers; its effectiveness lies in pupil progress, not written trails.
- Pupils should be empowered to take responsibility for their own improvements. Feedback should support thinking, not replace it.
- Written marking is used only when necessary, usually where a child is unable to identify or correct errors with verbal feedback and modelling.
- Feedback should be timely—within the lesson or the next opportunity.
- The next lesson is often the most powerful next step.
- Feedback is part of the school's wider assessment strategy, ensuring children receive appropriate challenge and support.
- Teachers are cautious of short-term performance, and look to assess learning once it has had time to settle and be applied.
- Feedback approaches are differentiated by subject and phase. A one-size-fits-all model does not serve learners or teachers well.

What Effective Feedback Looks Like

Effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a learning goal
- Be specific, accurate and clear
- Encourage and support pupil effort
- Be given so that it is meaningful and manageable
- Put the onus on pupils to reflect, edit, or improve, rather than doing the thinking for them
- Inform teacher planning by revealing misconceptions

Feedback in Practice

Type	Description	When Used
Live Verbal Feedback	Immediate, in-the-moment feedback during lessons	Daily and prioritised where possible
Whole-Class Feedback	Common strengths/misconceptions identified post-lesson and shared in the next session	Especially for writing and topic work
Self/Peer Feedback	Children review their own or each other's work with scaffolded success criteria	Regularly, after modelling and practice
Recorded Teacher Comments	Brief, purposeful comments when needed for assessment or to prompt revision	Selectively used, based on need

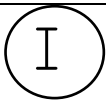
Subject & Phase Expectations

While our feedback principles remain consistent across the school, we recognise that effective feedback must be responsive to the age, stage, and subject being taught. We therefore differentiate our feedback approaches across phases and curriculum areas to ensure they are meaningful, manageable, and impactful.

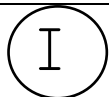
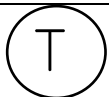
Phase / Subject	Feedback Approach
Early Years	Verbal feedback is immediate and embedded within continuous provision. Staff model language, prompt reflection, and support next steps through talk. No written marking is used.
Key Stage 1	Verbal feedback and live modelling are the primary forms of feedback. Written comments are minimal and used only where necessary. Children are supported in responding through guided practice.
Key Stage 2	Feedback is increasingly dialogic, supporting independence. Pupils are expected to review, edit, and improve their own work with increasing ownership. Whole-class feedback, self and peer assessment, and live marking are commonly used.
English (Writing)	Feedback focuses on content, clarity, and impact. Verbal conferencing, editing stations, and success criteria checklists are used. Pupils are supported to act on feedback over multiple lessons.
Maths	Immediate feedback is prioritised to correct misconceptions during practice. This may include live marking, diagnostic questioning, and visual modelling. Post-lesson feedback may inform next-lesson input.
Foundation Subjects	Feedback is often verbal, supported by questioning and retrieval activities to secure knowledge. Written feedback is only used when it enhances learning.

Appendices attached: Marking codes relevant to each phase

How is my book marked? EYFS

Code	Pink	Green	What do I have to do next?
<i>abc</i>	You have used cursive handwriting.	Your cursive handwriting, or presentation, needs improving.	Try to re-write a letter or word.
	You have used your phonics knowledge to spell words.	You have not used your phonics knowledge to spell words.	Try to re-write the word with Fred Fingers.
	You have your letters sitting on the line.	You have not placed your letters on the line.	Try to re-write the letter or word on the line.
	Great finger spaces.	You have not used finger spaces.	Try to re-write the sentence with finger spaces.
ABC	You have used capital letters.	You have not used capital letters correctly.	Try to add a capital letter to the start of your sentence.
•	You have used full stops.	You have not used full stops correctly.	Try to add a full stop to the end of your sentence.
<u>'the'</u> or <u>'the'</u>	Your spelling is correct.	This is incorrectly spelt.	Try to spell the red word correctly.
	You have worked independently.		
	You have been supported by your Teacher either 1:1 or in a small group.		
	You have been supported by the Teaching Assistant either 1:1 or in a small group.		
	Verbal feedback given by Teacher.		
	You have had adult support, hand over hand.		

How is my book marked? KS1

Code	Pink	Green	What do I have to do next?
abc	You have used cursive handwriting.	Your cursive handwriting, or presentation, needs improving.	Choose and re-write a word/sentence using neat, cursive handwriting.
	You have used your phonics knowledge to spell words.	You have not used your phonics knowledge to spell words.	Re-write a word, thinking more carefully about how it is spelt.
	Great finger spaces.	You have not used finger spaces.	Re-write a sentence using finger spaces.
ABC	You have used capital letters.	You have not used capital letters correctly.	Check and correct your use of capital letters.
•	You have used full stops.	You have not used full stops correctly.	Add full stops at the end of sentences.
'have' or <u>have</u>	Your spelling is correct.	This is incorrectly spelt.	Write the correct spelling.
Written comments	Pink comments are praise for something you have done very well/ improved in.	Green comments are to help you to improve.	Read the comment made by your teacher and respond if you have been given an action.
	You have worked independently.		
	You have been supported by your Teacher either 1:1 or in a small group.		
	You have been supported by the Teaching Assistant either 1:1 or in a small group.		
	Verbal feedback given by Teacher.		
Red pencil	Use your red pencil to make corrections or edits.		
X1M	Well done, you have made great progress and impressed your Teacher! You have earned one marble.		
PN	You have impressed your teachers and have earned a praise note. Well done!		

How is my book marked? KS2

Code	What it means	What you need to do	Notes
PRES	Presentation needs to be improved.	Improve handwriting, layout, underlining etc.	
Sp (In the margin)	There are one or more spelling errors on that line.	Find the spelling error(s). Look up the correct spelling and edit.	To focus just on a few – linked to the objective.
P (In the margin)	There are one or more punctuation errors on the line.	Find the punctuation error and correct it neatly.	To focus just on a few – linked to the objective.
//	You should start a new paragraph here (time, topic, place, person)		
VF	Verbal feedback given by teacher.		
Written comments	Pink : What went well Green : How to improve	Initial comments. Reply to any questions asked.	Selectively used, based on need
?	This part doesn't make sense - read it aloud and edit.		
T	You have been supported by your teacher.		
TA	You have been supported by a teaching assistant.		