

The Globe Primary Academy



Marking & Feedback Policy

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1. Purpose of Marking and Feedback

At The Globe Primary Academy, we recognise the importance of feedback being an integral part of the teaching and learning cycle and aim to maximise its effectiveness in everyday practice. Our aim is to create a culture of rich and effective feedback between staff and pupils, using those approaches which research and evidence suggest are the most useful. All children are entitled to regular constructive feedback on their learning and at the heart of our Marking and Feedback Policy is our belief in responsive teaching. Responsive teaching is responding in a timely and accurate manner to children's learning so that they make progress, deepen understanding, and feel proud of their achievements.

2. Research

We are mindful of the research surrounding effective marking and its workload implications and as such, our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other leading education experts.

The Education Endowment Foundation research (2016) shows that effective marking should be:

- ✓ **Meaningful** – feedback and marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way to achieve it.
- ✓ **Manageable** – any marking practice should be proportionate. Feedback can take many forms and teachers should be able to exercise their professional judgement when deciding how to feedback
- ✓ **Motivating** – Any marking should help to motivate pupils to progress. This does not mean always writing in-depth comments.

The research from EEF and education experts such as John Hattie, shows that effective feedback should:

- Be specific, accurate and clear
- Always close the gap in a child's learning
- Redirect or refocus either the teaching or the learning to achieve a goal
- Be just in time, just for me (the child) - information delivered when and where it can do the most good
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Be targeted at the child's instructional level – the level they are at in their learning – so they can understand it and use it
- 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

3. Key Principles

The EEF have produced a guidance report 'Teacher Feedback to Improve Pupil Learning' (2021) which summarises a series of recommendations and focuses on principles of effective feedback rather than the written or verbal methods of feedback delivery.

Effective feedback is an essential part of the learning process. At its heart, it is an interaction between adult and child: a way of acknowledging pupils' work, checking the outcomes and making decisions about what adults and children need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Therefore, all staff will provide feedback as an essential part of the learning process with the focus being on the development of the learner above all else.

Summary of EEF principles:

1. **Lay the foundations for effective feedback with high quality first teaching that includes careful formative assessment**
2. **Deliver appropriately timed feedback that focuses on moving learning forward**
3. **Plan for how well pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered**

Principle 1 – Impact of Feedback

Providing feedback to pupils is often associated with a positive impact on pupil attainment. However, the impact of feedback varies and – in some cases – it can even hamper pupil progress. Very careful thought is therefore required from teachers when using feedback to ensure that it moves learning forward and this thinking should begin well before feedback is provided. To offer effective feedback, teachers must first lay the foundations. Specifically, they 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:

- Set learning intentions (which feedback will aim towards)
- Assess learning gaps (which feedback will address)

Principle 2 – Timing of Feedback

The evidence regarding the timing and frequency of effective feedback is inconclusive. On the one hand, immediate feedback may be effective as it could prevent misconceptions from forming early on. However, delayed feedback could also be beneficial as it may force pupils to fully engage with the work before being given an answer. It is likely to be more productive to leave decisions on the timing of feedback to classroom teachers, recognising 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 ⁴¹	The pupil	The class
		

These suggestions offer a prompt of what to consider when thinking about when to give feedback. They serve to underline the crucial importance of in-the-moment teacher judgement – a key component of a teacher's professional skill.

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). See the below visual for information. Feedback that focuses on a pupil's personal characteristics is less likely to be effective.

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>

Principle 3 – Pupils' Response to Feedback

Teachers also need to pay close attention to how pupils receive feedback and what they do with it after. A variety of pupil-level factors, such as pupil motivation, self-confidence, trust in the teacher, and capacity to manage information, are all likely to impact the effectiveness of the feedback provided. Moreover, careful planning is required to provide time and opportunities for pupils to use the feedback given. We can suggest some ideas for how a teacher might prepare pupils for receiving feedback that take into account 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.
- 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.

It is crucial that pupils are given the time and opportunity to use the feedback given so that it moves learning forward. Rather than just commenting on work that has been finished, it needs to impact the future work that a pupil will undertake. After identifying a learning gap with effective formative assessment, feedback is then offered to close this gap. Only when that feedback is used by the pupil is the learning gap, and therefore the feedback loop, closed.

Summary of Our Core Principles:

- The key purpose of feedback is to promote pupil progress
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification
- Feedback should be accessible to children according to age and ability
- The most effective feedback is that given at the point of recording by pupils. Therefore, it follows that 'live marking' given during lessons is more effective in many cases than feedback after the lesson
- Feedback should be given at the earliest opportunity so it can impact on future learning
- Where there is an extended piece of writing or where new skills are being used independently, there is a benefit to an in-depth marking of the work (e.g. Phase 2 of the writing process)
- Feedback should empower children to take responsibility for improving their own work – Who is doing the work? The adult or the child?
- Feedback is the responsibility of all members of the teaching team

4. Types of Marking and Feedback

- **Immediate Feedback**
This is usually on the spot 'live marking/feedback' within the lesson. It can be to individuals, small groups or whole class through mini-plenaries.
- **Summary Feedback**
This is given at the end of a lesson or activity in order to evaluate the learning, and/or to inform the next piece of learning.
- **Review Feedback**
This is given away from the point of teaching and involves written comments or annotations for pupils to respond to.
- **Self-assessment**
Children mark their own work using purple pens. This is useful for structured tasks, questions and answers, following answer sheet, and some maths tasks.
- **Peer-assessment**
Children can exchange books or worksheets and mark using purple pens. They can offer a short comment if necessary and with clear expectations from the teacher.
- **'Find & Fix'**
This is a powerful strategy whereby errors are picked up by staff in the morning (find) and addressed by pupils that afternoon (fix). It normally applies to the core subjects with its immediacy demonstrating high impact.

5. Expectations of Staff and Pupils

- ✓ Teachers **use green highlighter** to highlight examples of success. Positive comments must be written in green pen.
- ✓ Teachers **use pink highlighter** to highlight areas for improvement. Development comments must be written in pink pen.
- ✓ Pupils **mark, edit and respond with purple 'polishing' pens**.
- ✓ Pupils **take care** in their own and others' books when **self/peer marking**.
- ✓ The **form and language** of marking and feedback will differ depending on the age and ability of the learner so staff should manage this at their discretion. Stamps may be used sparingly according to the age, ability and lesson objectives.
- ✓ There should be clear evidence of a **learning dialogue between teacher and pupil** through marking and feedback. Learning should show progress and development as a result of effective marking and feedback.
- ✓ Marking and feedback should be **timely** – as close as possible to when the work was completed. Wherever possible it should be done in the presence of the child, as this is a powerful form of marking.
- ✓ **Not every mistake will be corrected**. To correct everything with a secretarial approach can be counter-productive. When correcting something that is not the focus of the learning, it should be key development points or key age-appropriate learning (high frequency words, basic punctuation, repeated errors etc).
- ✓ There must be a **balance between all types of marking and feedback** described in this policy. Book scrutiny should show all types of marking and feedback over a unit of work.
- ✓ Marking and feedback should be **positive, constructive and encouraging**, including when making development points – pupils should feel their work is valued by staff.
- ✓ Teachers' **handwriting should be legible** and model the school's handwriting policy.
- ✓ **All staff** must adhere to this policy when marking or giving feedback to pupils' work.
- ✓ Teachers hold **'marking parties'** whereby they mark their own books alongside teachers in their phases. This is to encourage peer support, share pupil outcomes, foster healthy competition, engender team spirit, support staff well-being, and crucially, raise standards in books.

Appendix 1: Marking & Feedback Symbols

ENGLISH AND TOPIC WORK

What do the colours mean? 	GOOD to be GREEN 	THINK for PINK 
Spelling mistake 	Check punctuation or capital letter 	Missing word / phrase 
Start a new line or paragraph 	Check longer section of work 	Verbal feedback 

MATHS WORK

Correct 	Needs checking 	Checked and corrected 	Verbal feedback 
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