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# MARKING AND FEEDBACK POLICY

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Approved by	Local Governing Committee
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## 1. Introduction and Rationale

At Little Heaton CE Primary School, our approach to marking and feedback is rooted in our DREAM values: Determination, Respect, Empathy, Aspiration, and Morals. Feedback is a key driver of pupil progress, raising standards and enabling children to take ownership of their learning. We draw upon research, including the Education Endowment Foundation, which highlights that high-quality feedback is one of the most effective ways to improve pupil outcomes. Our policy ensures that feedback is meaningful, manageable, and motivating.

## 2. Aims

This policy aims to:

- Embed our DREAM values in the way feedback is given and received.
- Support Determination by encouraging perseverance and resilience in response to feedback.
- Promote Respect by valuing pupils' efforts and recognising their achievements.
- Show Empathy by understanding each child's unique starting point and learning journey.
- Foster Aspiration through high expectations and guidance on how to reach them.
- Uphold Morals by ensuring feedback is fair, honest, and aimed at improvement.
- Provide consistency of approach across the school.
- Celebrate and reward achievements ('Green for Good').
- Identify and address next steps ('Pink to Think').
- Enable pupils to take responsibility for improving their work.
- Ensure that marking and feedback is manageable for staff and sustainable in workload.

## 3. Principles of Effective Feedback

Effective feedback at Little Heaton is:

- Timely – given as close as possible to the point of teaching.
- Clear – using child-friendly language and agreed marking codes.
- Focused – identifying specific strengths and areas for development.
- Consistent – following agreed expectations across all subjects.
- Actionable – enabling pupils to respond and improve.
- Manageable – realistic for staff to sustain without excessive workload.
- Inclusive – adapted to meet the needs of all learners, including SEND and EAL pupils.

## 4. Types of Feedback

We use a range of feedback approaches depending on the task, the needs of the pupil, and the subject. These include:

### 4.1 Live Marking

- Takes place during the lesson.
- Allows immediate identification and correction of errors.

- Staff use agreed codes (e.g. VF – verbal feedback) in the margin.
- Strengths highlighted in green ('Green for Good'), areas for development in pink ('Pink to Think').

#### 4.2 Verbal Feedback (VF)

- Most effective when given at the point of learning.
- Noted in the margin with VF and a brief focus (e.g. VF – punctuation).
- Can be 1:1 or small group.

#### 4.3 Written Feedback

- Used when it will have a clear impact on learning.
- Comments are specific and linked to learning objectives.

#### 4.4 Self-Assessment

- Pupils assess their own work against success criteria.
- Encourages independence and ownership.

#### 4.5 Peer-Assessment

- Pupils assess a partner's work using agreed criteria.
- Must be respectful, constructive, and guided by the teacher.

### 5. Timing of Feedback

- Immediate: during the lesson (live marking, verbal feedback).
- Short-term: by the next lesson in that subject.
- Medium-term: marking of key pieces at the end of a unit.
- Long-term: summative feedback through assessments and reports.

### 6. Marking Codes

The following codes are used consistently across the school:

Code	Meaning
VF	Verbal feedback given
Sp	Spelling correction needed
P	Punctuation error
Gr	Grammar improvement needed
//	New paragraph
WS	With support

I	Independent work
CL	Missing or incorrect capital letter
WW	Wrong word used
?	Meaning unclear / needs clarification

**Green** for Good – Highlighting correct or strong work.

**Pink** to Think – Highlighting areas for improvement.

## 7. Subject-Specific Guidance

English:

- Mark for impact – focus on key objectives rather than every error.
- Highlight effective vocabulary and sentence structures.
- Use marking codes consistently.

Mathematics:

- Focus feedback on method and reasoning.
- Address misconceptions promptly.
- Ensure presentation standards (e.g. one digit per square).

Science/Foundation Subjects:

- Feedback linked to key vocabulary and concepts.
- Practical work – feedback may focus on process and conclusions.

## 8. Pupil Response to Feedback

Pupils are expected to:

- Read and understand feedback.
- Act on pink-highlighted areas and marking codes.
- Complete corrections in purple pen.
- Engage in self- and peer-assessment when directed.

## 9. Monitoring and Quality Assurance

- SLT will monitor marking and feedback through book looks, lesson observations, and pupil voice.
- Feedback will be provided to staff to ensure consistency.
- Outcomes will inform CPD and policy review.
- The Local Governing Board will be updated on monitoring outcomes.

## 10. Feedback Process Overview

The table below summarises our approach to feedback:

Feedback Type	When Given	How Recorded	Pupil Action
Live Marking	During lesson	Green/pink highlighting, VF code	Act immediately to correct and improve
Verbal Feedback (VF)	During lesson or plenary	VF + brief note in margin	Respond during task or in next lesson
Written Feedback	By next lesson in subject	Comment linked to LO, green/pink	Respond in purple pen
Self-Assessment	End of task	Checklist or success criteria	Reflect and improve based on criteria
Peer Assessment	End of task or in pairs	Comments on partner's work	Make agreed changes
Summative Feedback	End of unit/term	Assessment grids, reports	Set new targets

## Appendix A – Visual Examples

To be added – examples of green/pink highlighting, marking codes, VF annotation, self/peer assessment.