

Written by and Reviewed by E Black: September 2025

Next Review: September 2027

Introduction

Coberley C of E School's vision, "Nurtured, Cherished and Inspired for Fullness of Life" ensures that every child is treated as an individual and the academic journey for every child is individual. Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God, and are loved equally by him.

Feedback and Marking Policy

At Coberley Church of England Primary School, we recognise the importance of feedback as an integral part of our teaching and learning cycle and aim to maximise the effectiveness of its use across the whole school.

We engage with recent research and current pedagogical thinking, including reports published by the Education Endowment Foundation, and we use them to inform our practice to improve outcomes for our children. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or 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 research into 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 National Centre for Excellence in Teaching Mathematics (NCETM) that the most important activity for teachers is the teaching itself, supported by the design and preparation of the 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 outside verification.
- Feedback should empower our 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 may 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 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 learned material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the 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 to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practise

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 four common stages in the learning process:

- Immediate (live) feedback – at the point of teaching
- Summary feedback – at the end of a lesson/task
- Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished.
- Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material that has been taught.

Type	What it looks like	Evidence (for observers)
Immediate	Takes place in lessons with whole class, small groups or individuals. Often given verbally to pupils for immediate action Use of teaching assistant to provide further support or further challenge Live Marking by Teacher or TA Peer feedback/Marking May redirect or refocus teaching or the task. Answer sheets may be given to pupils in Maths so that they can check their own work and complete any corrections before moving on.	Lesson observations/learning walks

	Modelling of work or sharing good examples will be done using the Visualiser.	
Summary	Takes place at the end of a lesson or activity. Often involves whole class. Provides an opportunity for evaluation of learning in the lesson.	Lesson observations/learning walks
Feedforward 'the next step is the next lesson'	Teachers and TA's will use information gathered on their 'feedback grids' to feedforward in the next lesson. For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development. Time will then be given so that pupils can proofread and edit their work.	Lesson observations/learning walks Evidence in books of pupils editing and redrafting their work in blue pen.
Summative	'Check it' activities. End of unit or term tests or quizzes	Check it activities in books. Quiz or test results.

All teachers use a feedback grid during and/or after every appropriate Reading, Writing and Maths lesson, on which they record the details of children's learning. For Early Years to Year 6, the grid is broken down into the following areas:

- Work to praise and share
- Need Further support
- Presentation
- Basic skills errors
- Misconceptions and next lesson notes

This is a very important document, because it drives the feedback and learning cycle. It consists of notes and jottings, children's initials and perhaps abbreviations – it is a tool for the teacher and does not need to be presented neatly or formally. Teaching assistants can also make effective use of these grids. In some cases, TAs will make notes separately which are then stuck or stapled on. Not every child will be identified by name on every grid after every lesson. Feedback on children's learning will be gathered through book sampling (6 books across a range of abilities).

Guidance for teachers

Feedback and Marking

In the Reception classroom the learning is very much play based – adults support the children in their learning and provide valuable language, modelling of skills and constant verbal feedback. Activity records are used to make notes on how the children got on with their learning and then identify next steps. Play based learning is documented through notes, photographs and videos on Tapestry allowing parents and teachers to see progression and areas to work on.

When it comes to recording in books, the children are learning to record and therefore every piece of work in their books is completed alongside an adult. This allows instant verbal feedback to be given as the children are working. A green pen is used to underline and note a VF when specific areas are talked about with the child during their work. Staff use a variety of symbols to show what was talked about with the children. that they would like the child to check and correct. This provides scaffolding to develop their independence in editing and checking skills.

Minimal marking policy in KS1

The younger the children are, the more difficult it is for them to edit their own work and the greater degree of scaffolding the teacher needs to do. Therefore, pupils' independence in self and peer marking, as well as editing their own work, will be a gradual process that is introduced to the pupils as they become ready for it during the course of KS1. There may be more adult guidance and adult input into the marking during KS1. However, this will decrease over time as the pupils develop their understanding and skills.

Group and self-editing: With writing, as pupils progress through the key stage and as part of the development of editing and self-marking skills (especially with pupils who find writing hard) the class teacher will sometimes set pupils a group editing challenge to do with an adult after the initial input. Once pupils have developed an understanding of the process, they can then progress to paired or self-editing independently, whilst the class teacher supports those still needing to take part in group editing. With maths, pupils will be gradually introduced to the concept of 'self-marking' as they progress through the key stage. Firstly, as a whole class, for example after a quick-fire mental maths quiz, the teacher would go through the answers together with the whole class and pupils would use a coloured pencil to mark their own work. Following on from that, pupils would be gradually introduced to marking and correcting their own work across a range of question types (eg, fluency and reasoning problems). This may involve the teacher at points during a lesson going through answers as a whole class and pupils marking their own work. They may complete some self-marking with the support of an adult with a group, then moving onto peer and self-marking some of their work with independence – this would be expected only towards the end of the key stage. When pupils are at this stage of independent marking, answers to questions would be available for them to use to check their work.

Feedback: Immediate feedback is given where possible during lessons and at a minimum, at the beginning of the following session. A green pen is used to underline and note a VF when specific areas are talked about with the child during their work. Staff use a variety of symbols to show what was talked about with the children.

KS2 Proof reading and editing in writing lessons

Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

Teachers will have looked at samples of pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

The editing lesson will cover these elements:

- Proofreading
- Changing punctuation, spelling, handwriting and grammar mistakes.
- Editing
- Improving their work to improve the composition

The proofreading section will usually be short: about 10- 15 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will share extracts from pupils' work, using either the visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof-reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights.

Then s/he might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proofread their work, checking for similar errors and putting them right. Children sit in mixed ability pairs and support each other in the identification and correction of mistakes.

Within the editing section of the lesson, the teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds in blue pen to help the teacher see what changes the child has made.

Intervening when children find editing hard

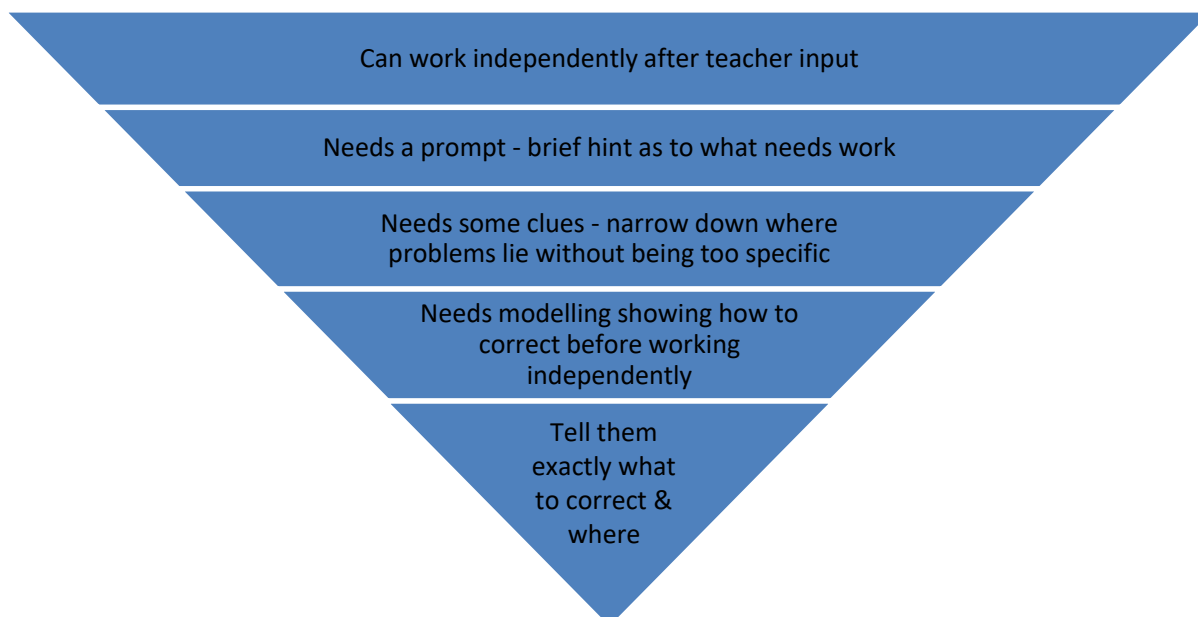
As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson. Others might need even more support and need to be provided with clues to help them.

For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over used. Or they might need to write a comment at the end saying there are 8 run on sentences or 5 instances of non-standard English.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work modelling how to overcome these. For example, to clear up the confusion with apostrophe use, the teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is

not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

The strategically minimal marking triangle



Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time, let them think about the task for a bit of time, but above all make, make sure they are the one's doing the hard work; not you.

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an even better piece of writing might look like.

Set group or individual challenges, "before you've finished editing, you need to have...

Use their work in modelling and then expect them to do the same.

Feedback in Maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the daily low stakes quizzes at the start of lessons in KS1 and KS2. This information should be used to revisit areas where learning is not secure. End of unit assessments after teaching a unit provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

In terms of day-to-day maths learning, in KS2, teachers should have the answers to problems available, and after doing 4 or 5 calculations, children should check their answers themselves. That way, if they have got the wrong end of the stick and misunderstood something, they can alert the teacher immediately. Another benefit is that less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level.

Another strategy a teacher can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong. Where children are more confident, and finish their work slightly earlier than others, they can consolidate their learning by 'marking' other children's books. When they do this, the crucial step is that they should not take their own book with them and just read off the correct answer. They should do the calculations again faster and possibly mentally so in effect doing the work twice thus getting the sort of over learning that leads to solid long-term retention.

The onus is always on the learner checking their work and if they've got an answer wrong, they need to try to identify their own errors. Children need to be taught how to do this purposely; otherwise, they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long-term memory, available to be recalled at will.

As Daniel Willingham says, 'memory is the residue of thought.' So as an alternative to providing the answers, teachers should sometimes use the visualiser to model ways of checking and then expect children to do the same, in effect 'proof reading' maths.

So, for example, children might repeat a calculation in a different coloured pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

With 2- or 3-part word problems, a classic error is to give the answer as the first part of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line, a bit like success criteria. Again, using a visualiser, teachers should show children how to check work as we go, returning to the question and ticking off each line writing each answer alongside, being really clear we are answering the final question, having done all of the previous steps.

15 ✓ Adult cinema tickets cost £7.25 x 3 = £21.75
 ✓ Children's cinema tickets cost £5 x 6 = £30
 ✓ A family buys 3 adult tickets and 6 children's tickets = £51.75
 ✓ They split the cost equally between the 3 adults. £17.25

? How much does each adult spend on cinema tickets?

Show your working

£7.25 x 3 = £21.75
 £5 x 6 = £30
 £21.75
 £30.00
 £51.75

17.25
 3 | 51.75

£17.25

Where children have made mistakes and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a success criteria but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

For example:

Find my mistake (column addition):

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long-term memory, which they are able to retrieve at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a really good way of helping them develop this.

Foundation subjects

Live marking may take place where appropriate during teaching sessions. Written comments are not always necessary. Marking codes may be used if a TA or teacher has worked with the child or where a spelling or misconception has been addressed. Literacy marking symbols may also be used if needed to reinforce a recently taught English objective. Focused response time is set aside in the following lessons to allow feedback to be delivered and acted upon by pupils. Teachers will share good examples of students' work at appropriate points in the lesson to allow students to reflect on their own work and share ideas for improvement. Marking labels to acknowledge and praise children's efforts are used by teachers across most non-core subjects apart from PE where all feedback is verbal. In practical music lessons, playing and performing may be recorded and then played back to the children so that self-assessment alongside instant teacher feedback is possible. Sketch books contain no formal marking as all feedback is given verbally throughout the taught sessions. Final pieces of artwork may have marking labels used for praise and acknowledgment.

Parents

It is important that parents are aware of how the marking system works and they will be reminded of the system and process yearly. The parents of children joining mid-year will have the marking policy explained to them. Parents could be encouraged to help their child self-mark homework activities.

Monitoring

It is important that the marking policy is applied consistently throughout the school and in all subject areas. An oversight of marking will be gained through work scrutiny and book sampling by headteacher and subject leaders. Outcomes of marking should be evident in lesson planning evaluation and in planning next steps.

The following is specifically for Year 1 to Year 6, although Year 1 has subtle differences to provide progression from the EYFS.

Every year children, in each area of the curriculum, have a set of objectives or targets they are taught and should endeavour to understand. These stem from the National Curriculum. Many of these objectives (or Age-Related Expectations) are recorded on our computerised target tracker, called **Insight**. The following criteria are used:

- 0 - Taught, but not yet understood
- 1 - Some evidence, but not yet secure
- 2 - Objective secured
- 3 - Working at greater depth

Throughout the year if children record a “2” for every objective they will have achieved 100%. To reach the expected standard children should have achieved at least 80%.

Reporting

The school reports progress to parents formally in three ways:

Parents Evening

In the Autumn and Spring parents have an opportunity to have a 10 minute slot to discuss academic progress and pastoral development with class teachers. It is a crucial meeting to discuss attainment and to focus on targets moving forward.

Written reports

In the summer term you will receive a written report which charts academic attainment and gives a summary of your child’s progress throughout the year. There will be a written report by the child, the class teacher and the headteacher. Written feedback from parents is encouraged.

National Tests

All National tests results are shared with parents, either within end of year written reports or separately.

Grade Cards

From Year 1 your child will also receive a grade card four times a year which shows effort and attainment in reading, writing and maths. The following criteria is used:

Effort

A Outstanding

B Works hard

C Makes some effort

D Poor effort

Attainment_(for information about the national standard please see the assessment page)

0 Working below the national standard

1 Working towards the expected standard.

2 Working at the expected standard.

3 Working at greater depth.

Parents are always welcome to have an informal conversation with staff at the beginning or end of each day or make an appointment for a longer meeting at a mutually convenient time.

Appendix 1

Whole Class Feedback and Marking Sheet

Year Group: Lesson: Date: T/TA:

Work to Praise or Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions, Lesson Notes & Key Question Feedback	

Appendix 2

Marking Procedure for longer pieces of English/Literacy work e.g. Hot Writes

V	Try to use a different or better choice of VOCABULARY
C	Use a CONJUNCTION here or choose a different conjunction to the one that you have used
P	A P in the margin means a capital letter is missed or used incorrectly. It also can mean look at your punctuation – have you chosen the correct type or perhaps missed punctuation out.
Sp	Correct your SPELLING. Use a dictionary or word bank. Do not guess the correction!
^	A word or phrase is missing here
	EDIT! A wobbly line under a word or section of writing means please improve your idea or this doesn't make sense
T	Look at the TENSE of your word

Marking symbols for KS2

V	Try to use a different or better choice of VOCABULARY
C	Use a CONJUNCTION here or choose a different conjunction to the one that you have used
P	A P in the margin means a capital letter is missed or used incorrectly. It also can mean look at your punctuation – have you chosen the correct type or perhaps missed punctuation out.
Sp 	Correct your SPELLING. Use a dictionary or word bank. Do not guess the correction!
^	A word or phrase is missing here
	EDIT! A wobbly line under a word or section of writing means please improve your idea or this doesn't make sense
T	Look at the TENSE of your word
//	A new PARAGRAPH is needed here

How to mark

Green Biro & **Pink Biro** – Teachers

Blue Biro - TA's

ST – Supply Teacher

VF- Verbal Feedback

Highlighters/Pens

Green – You have got it, positive marking or comments

Amber (Orange) – Almost there

Pink – You need to think, Spellings, errors and targets and next steps

Purple - Peer marked or Polishing Pens