



Gretton Primary School

Feedback and Marking Handbook

“AIM HIGH” – Working and learning together

At Gretton, we recognise the value and importance of timely and purposeful feedback as part of the teaching and learning cycle. Appropriate feedback and marking is central to enabling children to ‘AIM HIGH’ in their learning. According to the Education Endowment Foundation’s Toolkit, feedback is categorised as the most effective strategy for improving learning in the classroom. It can have ‘very high effects on learning’ when implemented correctly.

What is Feedback?

Feedback is information given to the learner and/or the teacher about the learner’s performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students’ learning. Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student’s management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

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
- provide specific guidance on how to improve and not just tell students when they are wrong

The Education Endowment Foundation Toolkit

Ofsted Guidance on Marking

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning. While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

Purposes of providing feedback

- Recognise, encourage and reward children’s effort and achievement, and celebrate success
- Provide clear appropriate feedback about strengths and areas to improve in their work
- Improve a child’s confidence in reviewing their own work and understanding ‘next steps’ in learning
- Help pupils develop an awareness of the standards they need to reach in order to achieve age- expectations
- Identify pupils who need additional support/more challenging work and identify the nature of the support/challenge needed

- Inform future planning/groupings of children
- Promote high standards
- Show children that we value their efforts and the work they produce

Key Principles

To ensure feedback is effective and has a positive impact on pupil progress, this policy has the following principles at its core:

- Feedback must be useful to the pupil and/or teacher (preferably both)
- The DfE's Marking Policy Review Group states that effective marking should be **meaningful, manageable** and **motivating**. This means that pupils understand all forms of feedback and are motivated by feedback to grow in their learning. It must be manageable within the wider workload of the teacher.
- Feedback can take many forms: it can be written or verbal; it can come from an adult or child; it can take place during a lesson or at a later time; it can tell pupils what they've done to be successful and what they need to do in order to be successful in the future
- Evidence of feedback and marking is incidental to the process; it is not necessary to provide additional evidence
- Short written comments can be used when they are accessible to pupils according to age and ability. It is a matter of the teacher's professional judgement as to when a written comment should be used.
- Feedback is part of the wider assessment procedures at Hope Brook, which aim to provide an appropriate level of challenge as well as targeted support to pupils in lessons
- Outcomes of any scrutiny of teachers' marking will not be used to make judgements about their performance or their capability

We are mindful of the workload implications of written feedback and of the research surrounding effective feedback. Therefore, the time taken for teachers to complete any written feedback must be appropriately balanced with the impact it will have on pupils' learning. 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. Any practices that are found to be unmanageable, add unnecessary workload or disproportionate will be discontinued.

In Reception and Key Stage One, marking will only lead to written comments for those pupils who are able to read and respond independently. In Key Stage Two, written comments should only be used where meaningful guidance can be offered and it has not been possible to provide during the lesson. Written feedback must be concise, legible and clear in meaning.

Work should be acknowledged by staff with a tick to indicate they have seen and valued it. Teachers use a green pen for any written marking. Purple 'polishing' pens are used by children to assess, edit or up-level their own writing.

When used, written feedback will take different forms:

- use of marking codes and symbols (see appendices)
- 'light' marking of work (e.g. ticking to acknowledge completion of work, recognise attainment and/or progress)
- a brief comment (mostly related to the learning objective)
- Brief next steps, even better if... comments
- providing children with a short hinge question (usually in maths) to establish understanding of a concept and encourage depth of learning

When written feedback is provided, time needs to be built in for children to reflect on marking and respond to it. In some cases, children may be asked to check, edit and redraft their work. Children are taught how to

respond to written marking from the teacher and they should seek further clarification/support if they have not understood it. There is no need for teachers to write another comment in response to this.

Where significant to the abilities of an individual child, codes to show if the work was independent, supported or grouped will be used to indicate how the work was completed.

We believe that consistency is key; the marking codes and symbols that we use are used throughout the school. They are displayed in the classrooms so that all members of staff, pupils and parents are familiar with them and aware of the meaning of the marking codes.

Marking key (to be displayed in books and in the classroom):

Symbol	Means . . .
Underline word	This is an incorrect spelling and three will be written at the bottom of the work to be copied out
○	Put in the missing punctuation
//	Mark in where the paragraphs should be
✓✓	Good example of meeting the learning objective
VF	Verbal Feedback
T / TA	Assisted Progress – progress made with the support of an adult

Date of policy: April 2025
Date of review: April 2026

This policy was formulated in consultation with the headteacher and teaching staff.
This policy was accepted by the LAB at their meeting on XXXXX and will be reviewed annually.