



Thringstone Primary School

Believe and Achieve Together

Feedback and Marking Policy

Adopted by
Governors: TBC
Due for Review: March 2029

1. Purpose

Feedback and marking are an important part of teaching and learning at Thringstone Primary School. They help teachers identify misconceptions, support pupils in improving their work and inform future teaching.

Our approach supports the school's vision to **Believe and Achieve Together** by helping children develop confidence in their learning, understand how to improve and take pride in their work. Effective feedback encourages pupils to reflect on their learning and develop the resilience needed to improve.

Our approach aims to:

- support pupils to improve their work and understanding
- ensure feedback informs teaching and future learning
- maintain consistency across the school
- ensure expectations remain proportionate and manageable for staff

This policy should be read alongside the Teaching and Learning Handbook, Curriculum Policy and Early Years Framework, which outline the school's wider approach to teaching, learning and assessment.

2. Principles

At Thringstone, feedback and marking are guided by several key principles.

Feedback should:

- help pupils understand what they have done well
- identify misconceptions or errors
- guide pupils on how to improve
- support pupils in developing independence in their learning
- remain purposeful and manageable for staff

Feedback may take a range of forms and does not always need to be recorded in writing.

3. Feedback in Teaching

Feedback frequently takes place **during lessons** as part of normal teaching.

Teachers provide guidance through:

- questioning
- discussion
- modelling
- observation of pupils' work
- addressing misconceptions

This may include **live marking**, where teachers review pupils' work as it is being completed and provide immediate guidance so that pupils can improve their work straight away.

This approach allows pupils to respond to feedback in the moment and supports learning within the lesson. In many cases, the most effective feedback happens during the lesson.

4. Whole-Class Feedback

Teachers may use whole-class feedback to respond to patterns seen in pupils' work.

After reviewing work, teachers identify common strengths and areas for improvement. These are then shared with the class so that pupils understand what has been done well and what needs to improve.

Where appropriate, pupils are given time to revisit and improve their work.

Key points from feedback may also inform future teaching. For example, teachers may revisit learning during the **Prior Learning Review (PLR)** at the start of the next lesson.

Whole-class feedback allows teachers to address misconceptions clearly and efficiently while ensuring pupils receive guidance on how to improve.

As a result, detailed written comments may not appear in every book. Feedback may instead be delivered verbally, through modelling, or through whole-class discussion and improvement activities.

5. Written Feedback and Marking

Written feedback is used where it supports learning.

Teachers are not expected to provide extensive written comments in every piece of work. Instead, marking should focus on key aspects of learning and support pupils in improving their understanding.

Teachers may:

- acknowledge work with a tick or brief note
- highlight an error or misconception
- prompt pupils to correct or improve their work
- provide guidance verbally during the lesson

Pupils may be given time to revisit, correct or improve their work during or after a lesson. When pupils make corrections or improvements, these are completed using **purple pen** so that changes and responses to feedback can be clearly identified.

6. Marking in Subject Books

Where work is completed in subject books, marking may relate directly to the **knowledge and expectations of that subject**.

For example, feedback in science, geography or history books may focus on subject understanding, vocabulary or accuracy of content rather than writing conventions.

Teachers may highlight key strengths or misconceptions linked to the subject being taught.

7. Early Years and Year 1

In Early Years and during the transition into Year 1, feedback is primarily given through interaction, discussion and modelling during learning activities.

Staff guide children through conversation, questioning and demonstration. This approach supports children as they develop confidence, independence and early learning behaviours.

Written marking remains minimal and focuses on supporting children’s understanding and development. As pupils move through Year 1, written feedback gradually increases where it supports learning.

8. Cover Supervisors

When a lesson is delivered by a cover supervisor, a cover supervisor stamp is used in pupils’ books to indicate that the lesson was taught by a cover supervisor.

During lessons, cover supervisors use the same feedback approaches described in this policy, including questioning, discussion, modelling and addressing misconceptions where appropriate.

Cover supervisors are not expected to provide detailed written marking. Instead, they provide feedback to the class teacher about how the lesson went, including any key successes, misconceptions or areas where pupils may need further support.

This feedback may be shared verbally or through brief written notes at a whole-class level so that the teacher can take this into account in future teaching.

9. Monitoring

Leaders review the effectiveness of feedback and marking through:

- work scrutiny
- pupil discussions
- lesson visits

Monitoring focuses on how feedback supports learning rather than the quantity of written marking.

10. Marking Codes

The school uses a small number of agreed symbols to support written feedback and maintain consistency across classes.

These codes provide clear guidance to pupils while keeping marking manageable for staff.

Code	Meaning
WALT highlighted (Green or Pink)	Indicates whether the learning intention has been met
I	Independent Work – <i>where appropriately needed</i>
AS	Adult Support
Sp	To identify spelling errors
G or P or pink highlighter	Grammatical or punctuation error. <i>As the children progress through school they will identify the error. In younger years, the teacher will locate the error with a pink highlighter.</i>
FS or finger image	Finger spaces
CAT or cat image	Come and talk about this work
T	Discussed with child

These codes may be used alongside brief written feedback or verbal feedback.

They are used where helpful but are **not expected to appear in every piece of work.**

11. Research and Guidance

This policy reflects guidance and research including:

- Department for Education – *Strong Foundations in the First Years of School*
- Department for Education – *The Writing Framework*
- Education Endowment Foundation – *Teacher Feedback to Improve Pupil Learning*

Research highlights that feedback is most effective when it focuses on the learning task, identifies specific gaps in understanding and provides opportunities for pupils to respond and improve.