

The Grove Primary School

"The Grove School Cares"

Feedback and Marking Policy

October 2026

Ms Bernadette Atkinson, Head Teacher
Oakfield Lane, The Grove, Consett, Co. Durham, DH8 8AP
Tel 01207 502938
Email: enquiries@thegroveprimaryschool.co.uk

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Feedback and Marking Policy

Document Control

Document reference:	Feedback and Marking Policy	**Date implemented:**	27/09/2017
Version:	21.0	**Date modified:**	1st October 2026
Revision due date:	04/09/2019	**Publication:**	External
Reviewed by:	Senior Leadership Team	**Sign and date:**	10th February 2025
Authorised by:	Full Governing Body	**Sign and date:**	2nd October 2026

Change History

Version	Date	Description
17.0	27th September 2017	Initial Draft sent to governors for approval
18.0	4th September 2018	Annual review
18.1	20th September 2021	Annual review
19.0	1st September 2023	Annual Review
20.0	10th February 2025	Annual review
21.0	2nd October 2026	Annual Review

Related Documents/Policies

References	Title
	Teaching and Learning Policy

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Rationale

At The Grove Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.
Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research shows that effective 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
- 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 ways to 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.**

It is vital that we, as teachers, demonstrate, to pupils, how to respond to comments or improvement prompts in their work. Modelling, at all levels and in all classes will ensure pupils respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

Feedback and marking in practice

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. Effective feedback is an important part of the learning process which can be:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher or complete an additional challenge
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices can be seen in the following table:

Type	What it looks like	Evidence
Immediate feedback	• Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of an adult to provide support of further challenge • May re-direct the focus of teaching or the task	• Lesson observations • Learning walks • Book monitoring
Summary feedback	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer- assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Some evidence of self – and peer-assessment • Quiz and test results may be recorded in books or logged separately by the teacher
Next lesson feedforward	• Challenge activity, if appropriate, highlighted in blue • Corrections completed independently or through verbal feedback with an adult or peer	• Lesson observations/learning walks • Evidence in books of pupils editing and redrafting their work in green pen
Summative feedback	• End of unit quiz or test to check understanding • Application of skills task eg through problem solving and reasoning questions	• Book monitoring • Lesson observations • Learning Walk • Test/quiz scores

Each member of staff (including student and supply teachers) must use the marking guide, on the next page, to support them in sharing feedback effectively with children as part of the learning process.

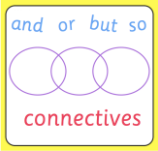
Marking Guide



<table>
<tr><td></td><td>Work is correct</td></tr>
<tr><td></td><td>Have a look at where you have gone wrong</td></tr>
<tr><td></td><td>Challenge</td></tr>
<tr><td>Comment</td><td>If it is appropriate, teacher makes a comment</td></tr>
<tr><td>S</td><td>Supported by a scaffold
<table>
<tr><td>Scaffold</td><td>example</td></tr>
<tr><td>S- visual</td><td>Copied example from whiteboard</td></tr>
<tr><td>S- verbal</td><td>Worked with an adult</td></tr>
<tr><td>S- resources</td><td>Cubes, number lines, adjective cards</td></tr>
<tr><td>S- scribe</td><td>Adult led sentence/ work</td></tr>
<tr><td>S- partner</td><td>Worked with a peer together</td></tr>
</table></td></tr>
<tr><td>VF</td><td>Verbal Feedback</td></tr>
<tr><td>^</td><td>Missing word</td></tr>
<tr><td>Sp</td><td>Spelling to correct</td></tr>
<tr><td>SM</td><td>Self-marked by children in green/pink</td></tr>
<tr><td>PM</td><td>Peer marked by children in green/pink</td></tr>
<tr><td>Purple pen</td><td>Children will use a purple pen to edit/ correct/ improve their work</td></tr>
</table>

EYFS KS1 and SEND marking symbols

For our SEND learners and younger learners in school the use of visual symbols is more useful than written comments. Attached are the symbols we need to use with those children. They may also choose to use a smiley face when teachers and children discuss how well the learning objective has been met.

	Capital letters
	Full stops
	Write on the lines
	Finger space
	WOW word/Describing words
	Think before you write
	Check your work
	Letter formation
	Stretch out your words and hear the sounds
	Connectives