



Feedback and Marking Policy			
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Last Review	Summer 2025	Date	May 2025
Next Review	Summer 2028	Review Cycle	3 years

1. Introduction

Freegrounds Infant School is a Rights Respecting school. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others. This policy exemplifies these rights and our practise aims to ensure that the following rights are adhered to:

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 28 Every child has the right to an education.

Article 29 Education must develop every child’s personality, talents and abilities to the full.

2 Equal opportunities

Freegrounds Infant School will endeavour to offer equal opportunity of access to all children regardless of gender, race, religion, ability or disability.

3 Rationale

At Freegrounds Infant School we believe that feedback to pupils is key to ensuring progress. This belief is based on our experiences and evidence from educational research, as to what makes a difference to students’ learning and outcomes. Feedback has been consistently identified as one of, if not the most significant factors, affecting learning and achievement in education. Feedback to pupils should be consistent and underpin and emphasise achievements whilst setting targets for future development. Feedback is more complex than simply marking work, it must actively improve the learning of the pupil.

Our policy for feedback supports this by:

- recognising that feedback is an essential part of the assessment and teaching cycle
- promoting high standards and positive attitudes to learning and behaviour
- ensuring a consistent approach to feedback throughout the school
- valuing work and giving recognition and praise for achievement
- providing constructive feedback and clear strategies for improving learning
- correcting mistakes, addressing misunderstandings and offering encouragement
- enabling pupils to reflect on their past performances and set new targets together with the teacher
- providing ongoing opportunities for self-assessment
- teaching children to recognise what they do well

- fostering a culture whereby it is okay to make mistakes and is good to learn from them
- encouraging pupils to accept help/guidance from others.

4 Our procedure for written feedback on pupil's work

At Freegrounds Infant School, staff will ensure that written feedback:

- acknowledges each piece of work, identifies the adult giving the feedback, the level of support given to the pupil and the amount of effort the child has demonstrated when completing the work
- is undertaken as quickly as possible following the learning, and when possible alongside the pupil
- completed by the adult that led the work (this might be an LSA or a teacher)
- comments on achievement are made against the identified objective for the lesson
- identifies next steps that the pupil must take in order to make improvements
- corrects inaccurate spellings which are appropriate to the pupils' stage of development. For example key words, vocabulary made available on word banks or words where phonics knowledge can be applied. It should be noted that pupils should not be demoralised by excessive corrections of inaccurate spellings.
- follows agreed feedback codes (see mathematics and literacy feedback codes in appendix)
- is balanced across the class to ensure equal entitlement over time
- be manageable for staff
- be in keeping with the ways in which the school recognises and celebrates children's achievements
- provide pupils with the opportunity to assess their own work and respond to feedback
- be in a different colour or medium from the pupil's writing, but not dominate. For this reason, red ink is inappropriate.
- written work that is difficult to interpret may be annotated by an adult at the bottom of the page
- teachers will always model correctly formed handwriting in line with the school script.

5 Coding System

In English, Mathematics, Science and foundation subjects teachers and LSAs will use the agreed pictorial codes (see appendix) when providing written feedback on pupils' work. This is to ensure consistency and a shared understanding of feedback across the school.

Feedback codes will be made visible to pupils by displaying them on the inside front cover of work books.

As pupils progress from EYFS through KS1 pictorial codes for next steps may be replaced by written comments. This should only be done if judged appropriate for the individual child.

5.1 English

In English the identified next step will be represented using a pictorial code, in order to make it accessible to the pupil, and shown in a thought bubble. So that pupils are able to reflect on what their next step is marking will predominantly be done with the children so it can be explained and the children can be successful at editing their own work. Daily planning will ensure children are set appropriate targets from previous learning. Children will be group according to their specific targets for that piece of work and this target will be made clear to them before they begin writing.

5.2 Mathematics

In mathematics the coding system also indicates the resources the pupil used to support them where it is not already obvious.

6. Learning Support Staff

When an LSA has worked with pupils, either individually or in a group, they will provide written feedback on the pupils' work. As a minimum LSAs will initial and use the coding system to indicate the level of support given to the pupil. Any written feedback provided by LSAs will be completed in green ink.

LSAs will not however be required to carry out marking to the extent of the class teacher and as such it is the individual class teacher's responsibility to ensure the policy is followed in order to provide effective feedback.

7. Pupil response to written feedback

When teachers and LSAs provide written feedback on pupils' work next steps are identified. These next steps may take the form of a challenge to extend learning further or a chance to address a misconception by practising a skill. Pupils will be provided with opportunities to respond to written feedback regularly and when they do it should be completed in a different coloured pencil in order to differentiate it from the main body of their work.

Teachers will use early morning time (before registration) to let pupils respond to written feedback in books or in dedicated 'Feedback Time' that may be scheduled into weekly timetables for half an afternoon session at the Year Group Leader's discretion. Use of these dedicated times for pupils to respond to written feedback is expected and when pupil work scrutiny is conducted evidence of this will be sought.

In EYFS it may not be appropriate for pupils to independently access written feedback that has been given. In this case when pupils are learning in a small group situation the adult will refer the pupil back to their previous work and discuss with them what was successful and what needs to be improved.

8. Our procedure for pupil led feedback

In order to allow pupils to reflect on their learning and to develop pupils' metacognitive skills we believe that pupils' should take an active role in providing feedback. This feedback will have a range of intended audiences including: themselves, peers or for their teachers. Individual class teachers should make sure that opportunities for pupil self-assessment or feedback are embedded into teaching and learning. These opportunities should commonly take the form of:

- Use of check lists or success criteria
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This is not an exhaustive list of pupil led feedback opportunities and it is not expected that teachers will ask children to self-assess every piece of work. It will be clear from work scrutiny that pupil led feedback is used consistently and supports the children in evaluating their work.

9. Our procedure for verbal feedback

We recognise that feedback given verbally by teachers and LSAs to pupils is just as important as more formal written methods of feedback. Verbal feedback can be given instantly during a lesson and directly impact pupil performance at the site of application as opposed to retrospectively.

For verbal feedback to have a positive effect on pupils learning it must be focused, and recognise the effort or learning behaviours that have been applied not just the outcome.

For example arbitrary comments such as "Well done!" are less effective than a focused comment such as "I'm really pleased with how you have persevered and used your phonics to help you spell words correctly. Well done! To make it even better think about where to use capital letters..."

Verbal feedback of this nature is used constantly by teachers and LSAs when engaging children in conversations about their work.

When verbal feedback is given as an alternative to written feedback it is important that these high quality conversations are recorded. Therefore the adult giving the verbal feedback will mark the work with 'VF' (Verbal Feedback) and record a brief summary of the points discussed.

10. Reducing Teacher Workload

The High Quality Inclusive Teaching approach relies on marking to identify next steps for learning. However, marking can be time consuming and therefore it is important that teachers mark "smartly" to avoid spending unnecessary time carrying it out. As such this policy has been designed to ensure marking is precise, eliminates the need for unnecessary narrative and provides the teacher with the information they need in terms of what children can do, what they need to learn next, and pupils with how they have been successful and what they need to do to improve their learning further.

11. Monitoring, Evaluation and Review

Following each Milestone Book Scrutiny is carried out which focuses on triangulating pupil progress data with work in books. During Book Scrutiny checks to ensure this feedback is being followed are also monitored by the SLT. Books are also scrutinised during lesson observations.

12. How will the governors know this policy is effective?

Governors will know this policy is effective through:

Feedback regarding quality of teaching and learning (via Headteacher report)
Feedback from staff during Staff questionnaires
Book Scrutiny during monitoring visits
Pupil conferencing during Governor visits

V2 May 2025

Change of date for when policy was renewed, and on header and footer. Change to Section 5.1 to reflect the changes in marking and feedback in English.