



Executive Headteacher: Mrs Maria-Anne Higgins
Executive Assistant Headteacher: Mrs Shelley Steer

POLICY DOCUMENT	Feedback and Marking
Policy Number	18
Type of Policy –	Statutory/LA /School's own
Governor Committee	Full Governing Body/other
Approval Date	October 2025
Review Frequency	Three Yearly
Date of next review	October 2028
Publication Date	October 2025
Chair of Governing Body signature	
Publish on School Website	Yes/No
Purpose of Policy	
Supporting documents if applicable	
Chair of Governing Body signature	
Date	



Townley School & Nursery
 Crown Road,
 Christchurch, Wisbech,
 PE14 9NA
 office@townley.cambs.sch.uk
 Tel: 01354 638229
www.townley.cambs.sch.uk



Friday Bridge Primary School
 Maltmas Drove
 Friday Bridge, Wisbech
 PE14 0HW
 office@fridaybridge.cambs.sch.uk
 Tel: 01945 860220
www.fridaybridge.cambs.sch.uk



Feedback and Marking Policy

1.Statement of Intent

At Fenland Schools Federation, our Feedback and Marking Policy is rooted in research and best practice, drawing on the EEF **Guidance report Teacher Feedback to Improve Pupil Learning** Published 11 June, 2021. [Teacher Feedback to Improve Pupil Learning | EEF](#)

We believe that effective feedback should:

- Be provided to pupils as close as possible to the date on which the work was produced
- Be transferred to pupils themselves, where possible and appropriate, to foster independence
- Be delivered in the moment to reduce teacher workload and maximise impact on pupil progress
- Be highly valued by all, with time allocated for pupils to respond and reflect

In line with the DfE's report *Eliminating Unnecessary Workload Around Marking*, our marking is guided by three core principles:

1. Meaningful – Tailored to the age, subject, and needs of pupils, informing next steps in teaching and learning.
2. Manageable – Proportionate in frequency and complexity, mindful of teacher workload.
3. Motivating – Designed to inspire and encourage pupils to improve and take ownership of their learning.

2. Planning for Success

To support high achievement, pupils must understand what excellence looks like in each subject. Teachers will provide:

- Clear Steps to Success or Success Criteria
- Model examples that are analysed and broken down to demonstrate how they meet expectations
- Prompts and scaffolds such as Knowledge Notes, question/answer stems, key vocabulary, and worked examples

3.Feedback and Marking Approaches

Feedback and marking are flexible and responsive to the needs of pupils and the nature of the task. Teachers are trusted to use their professional judgment to select the most effective strategies. In the Early Years all feedback and marking is done with the child.

Live Marking

Feedback within lessons as comments to the pupil are the most valuable – and should be visible on any learning walk in the independent work part of a lesson. A teacher will be circulating the room, looking over the shoulder at any work in books and commenting for pupils at the point of writing. In a case where a teacher spots a number of similar errors, they may then be able to halt the room, and talk to all children, model or re-explain, to help avoid further misconceptions.

This intervention at the point of the children completing the tasks is the most useful, and helpful. If there are children who are not making errors they are simply further supported in the knowledge they are doing the right thing. Delivered during lessons for immediate impact. Focused on specific success criteria, not just surface-level errors. Encourages pupil independence through use of classroom prompts.

Adults use green pens; pupils respond using blue editing pens.

- Short or closed tasks (e.g. maths, sentence-level work, quizzes)
- Group work or targeted support
- Written responses with clear success criteria

Verbal Feedback

Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. It should be delivered during lesson/learning time to clarify misconceptions and guide next steps. Examples of effective feedback can be found here

[Effective Feedback Task Subject and Self-regulation Strategies.pdf](#)

Self and Peer Assessment

Promotes independence and accountability. Most effective for closed tasks. Pupils use blue pens to correct or annotate their work. Sentence stems support peer feedback for open-ended tasks.

Examples of Sentence Stems:

- Next time I will/You should remember finger spaces
- Next time I will/You should use capital letters for names
- Next time I will/You should use a noun phrase

Written Feedback

Written comments might be used for the very few children who otherwise are unable to locate their own errors, even after guided modelling and /or verbal feedback by the teacher. This would only be used for children able to read and act on those comments. Therefore, they are unlikely to be present in KS1 books; for example, where a child has been told to correct a capital letter verbally and/or received additional tuition, a written comment might be used as an additional guide.

Marking Annotations and Codes

Code	Meaning
WS	Work supported by an adult (assumed unsupported unless marked)
E	equipment used for additional support.
P	Missing or incorrect punctuation
^	Missing word
Sp	incorrect spelling of a word which has been recently taught or is a statutory word which can be found on a word mat or in reading record.

How will leaders know there has been feedback planned for and executed?

Planning – will include

- Lessons which have editing or self-correcting sessions
- Plans will include quizzes, questions linked to KPI's and previous learning
- Key Outcomes for all learners including ideas for modelling
- Review sessions which are tailored to current learning

Learning walks will show:

- Teachers visibly giving feedback during independent work
- Evidence of modelling during independent work
- Direct group instruction
- Occasionally use of V (Verbal feedback) in books
- Pupils actively editing and checking their work

Book Looks will show:

- Use of blue pen edited improvements
- Use of the marking codes

Pupil Voice will show:

- Pupils in class are familiar with pupil editing
- Pupils know the feedback codes and what they mean
- Children are comfortable making mistakes and know they will do this and can correct them
- They enjoy lessons and know they are learning! Children can tell you what they have learned.

Monitoring and Evaluation

This policy is monitored through:

- Lesson observations, learning walks, and drop-ins
- Pupil progress meetings and book/planning scrutinies
- Oversight by the Headteacher, subject leaders, and governors

The policy will be reviewed annually to ensure it remains evidence-informed, effective, and manageable.