



EASTBURY FARM PRIMARY SCHOOL
Effective Feedback Marking Policy

Autumn 2025

Eastbury Farm Primary School

Effective Feedback Policy

Effective feedback is when improvement is made as a direct result of feedback given. Quality feedback is an essential element in the assessment of the performance and progress of all learners. It is most effective when it encourages and motivates pupils, rather than being over critical by simply highlighting errors alone.

Feedback can take a number of forms:

- Oral Feedback
- Written Feedback
- Individual Feedback
- Group Feedback
- Whole Class Feedback
- Self-Assessment and Peer-Assessment

All feedback must be:

- Positive and encouraging and acknowledge the child's effort and approaches to learning
- Clear about what the child is doing well, as well as something they need to do to improve
- Acted upon: teachers must allow time and opportunities to do so
- Based primarily but not exclusively on the learning objectives and learning outcomes for that session or unit of work
- Be an aid in informing parents of a child's progress
- When appropriate, refer to presentation and handwriting

Purpose of Feedback:

- To value pupil's effort and achievement and build self-esteem and confidence
- To motivate pupils through encouragement and praise
- To promote and monitor progress, identify successes and next steps
- To enable pupil to self-reflect, identify next steps and move learning on
- To act as evidence of attainment and to inform the teacher of a child's progress and next steps
- To enable pupils to become reflective learners

The pupil should:

- Be aware of the learning objective, learning outcome and where appropriate, success criteria
- Be encouraged to check and evaluate their own work prior to teacher review and feedback
- Be given time to read or respond to feedback and respond at an age-appropriate level

Frequency of Feedback:

- All books must be looked at during or after the lesson in order to inform the appropriate feedback or next steps for teaching (assessment for learning)
- Feedback may take place during the lesson while the teacher is circulating, which allows for immediate feedback (hot marking)

Self-Assessment:

Peer and self-assessment is a powerful tool in taking learning forward, but should always refer to the learning objective or success criteria for the session and must still be reviewed by the teacher. It is not a substitute for teacher feedback. Any comments written during peer assessment should be on post-it notes.

Feedback in Core subjects:

Teachers should ensure that misconceptions and next steps are known, either by working with a group or reviewing the children's written responses. Misconceptions and next steps should be addressed through targeted teaching.

Feedback in Mathematics:

Feedback in mathematics is shared through whole class, group, individual and/or verbal feedback. This could also be through interventions, keep-ups and targeted teaching. All mathematics recorded in books must show the learning objective or HFL Mathematics Essentials sequence.

Guided Reading:

In KS2, guided reading is pupil marked weekly in a whole class feedback session.

Feedback in Writing (English):

Teachers are expected to read and review their pupils work after every lesson. All reflections on the content of pupils' work will feed into future lessons and support strategies in class (based on achievement of learning objective/success criteria). This is a learning culture that we believe has the greatest impact on pupil progress and allows them to become reflective evaluative learners.

Teachers should pick up and feedback on common misconceptions, spelling, punctuation and grammar errors to ensure that errors are not continuously repeated.

As a result, pupils' progress over time will be evident in books and misconceptions will be addressed.

Feedback in writing can be shared with pupils in various ways:

- Dialogue and questioning to develop evaluative thinking whole class/small groups or one to one
- Conferencing and marking with pupils in focus groups to identify strengths and next steps – these may also be completed one to one
- Self and peer assessment to evaluate their work or their peers' work

All of the above feedback is valuable to move children's learning on but there is no expectation for all of these strategies to be used after every lesson. The above feedback may be more common during longer writing pieces.

Learning Objectives and learning outcomes in writing:

Each piece of writing or writing task must have a learning objective. These should be taken from the HFL Writing Essentials Planning and adapted for track back activities if necessary.

Success Criteria in writing:

As pupils prepare to write their final unit piece, the success criteria will evolve during whole class teaching and is displayed on class working walls as per the Essentials Writing model. When children complete their final unit piece, the success criteria displayed is used to write and referred to explicitly when the teacher is modelling. When pupils have completed their final unit piece, the model success criteria is used to assess and evaluate pupil progress within a unit. These are stuck in books and ticked to show what has been achieved.

Monitoring of Mathematics and English

Feedback forms part of the monitoring process of all book looks and learning walks carried out. Where books show less teacher marking, monitoring should show the following:

- Teacher and teaching assistants providing effective feedback in class and through interventions and keep ups
- Progress in books over time
- WTS and SEN assessment grids show small steps of progress with targeted outcomes
- Teachers are clear on focus pupils' next steps in pupil progress meetings

The feedback codes in the table below are used across the school as and when necessary.

Code	Meaning	Early Years	Year 1/2	Year 3/4	Year 5/6
✓	Acknowledging effort across all subjects	✓	✓	✓	✓
✓✓	For correct answers in Maths		✓	✓	✓
	Words or phrases that meet or exceed the learning objective or success criteria				
^	Omission mark – a word or phrase needs to be put in	✓	✓	✓	✓
—	Underline spelling/grammar errors	✓	✓	✓	✓
○	Circle mistakes in Mathematics and dot incorrect answers	✓	✓	✓	✓
//	New paragraph needed			✓	✓
sp	Spelling mistake – identify as appropriate Pupil to self-correct if able to or use a dictionary if appropriate			✓	✓
I	Independent	✓	✓	✓	✓
AS	Adult support	✓	✓	✓	✓
SAS	Some adult support	✓			
FG	Focus group				
VF	Verbal Feedback	✓	✓	✓	✓
KU	Keep Up – one off targeted support		✓	✓	✓
TB	Track Back activity		✓	✓	✓

Pen/Pencil Colour	Used by
Pencil/Blue	Pupils to write in
Green	For teachers to mark work/provide feedback
Purple	For pupils or peers to mark/edit work

