

	Offley Endowed Primary School & Nursery	Review Date : Feb 2026 Next Review: Feb 2028
Policy Title:	Feedback & Marking Policy	Users: Staff, Governors Parents

Intent:

At Offley Endowed School we believe that every child has the right to make good progress regardless of their starting point. It is in this way that they can ‘be all they can be.’

We believe that effective and efficient feedback and marking is crucial to this ethos and that it should be seen in the wider context of ongoing assessment for learning.

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback throughout our school.

All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

Feedback is a timely means of communication with pupils about their individual progress; it should inform the next step in their learning. This can include marking, but will mainly be verbal feedback during the lesson.

Inclusion:

All feedback and marking should be age and stage appropriate for the child.

Monitoring:

Feedback and marking will be monitored by the Headteacher as part of the broader schedule to raise achievement and to further develop the quality of teaching. This will be carried out in line with the priorities of the school development plan and analysis of teacher development needs. Subject leaders will also monitor the quality of feedback and marking in line with their subjects.

Why do we give feedback during the lesson?

- To assess and discuss with children what they are learning.
- To intervene in a timely way if children have not understood work and to further challenge them if they have.
- To motivate further by praising current achievements.
- To inform the next step in learning so that children know what they need to do in order to improve.
- To assess how well pupils have understood the current work so that we can plan the next stage of teaching and learning.
- To enable teachers to make judgments about pupil attainment, particularly in regard to assessment levels to support ascertaining standards.

Approved and Adopted by The Governing Body



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By giving timely feedback, teachers demonstrate to children that their efforts are valued; this gives additional purpose to pupils' work. If children are not given constructive, specific feedback, they will not know whether their work is good/bad/indifferent, and may lose interest or not produce work of such quality in future.

When do we feedback or mark?

- Ideally whilst the work is in progress.
- At least at the completion of a piece of work.
- As soon after the completion of the work as is possible.

It is good practice for teachers to move around the room giving feedback, marking and commenting whilst the children are still working. (VF to be written in the margin at the point at which oral feedback is given.)

Marking:

Quality feedback by the teacher will help close the gap and move learning closer to achieving the learning objective.

- Each piece of work should be dated.
- There are times when a piece of work is such that a tick to show that it has been seen is sufficient.
- **Usually**, however, each piece of work should be thoughtfully assessed, discussed with the child if present, and appropriate encouraging comments fed back.
- Feedback and marking should be to the **learning objective/ success criteria** of the lesson **or an individual's targets/next steps**.
- Pupils and teachers should know the particular focus that is being marked – accuracy, a specific grammatical point etc. If the teacher has been encouraging the use of descriptive language, then those words and phrases thought to have been well used could be highlighted, with a pen or a tick.
- Spellings and how to mark them can create difficulties. As a general rule, teachers should underline the incorrect spelling and write the correct version so the child can see it. In work where there are many incorrect spellings, careful professional judgment is required in determining how many to correct so as not to demotivate the child.
- When feeding back on children's work, teachers should comment on the overall intention and effect of the piece, such as; a positive comment, any targets that have been achieved or partially achieved, and any objectives still to be reached and how to move towards them.
- Some mistakes may require written correction or relearning, but this should not be a long repetitive process and positive statements about the child's efforts should balance the need for correction wherever possible.



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When necessary we follow the guidelines below.

1. Has the child understood the task and responded appropriately?
 2. What has the child positively achieved?
 3. Is there evidence of achieving the target set for this piece of writing?
 4. Are the targets not achieved?
 5. Are there any other aspects on which action is needed?
- Drafting of work on whiteboards etc is useful and to be encouraged. Children may realise their own mistakes when reading over their work, either to themselves, to their teacher or to the other children. Discussion by children on each other's work, (peer assessment) can be a valuable exercise in assisting language development as well as increasing learning within a curriculum area.
 - There are times when it is appropriate and valuable for children to mark their own work, e.g. when going through mental maths work.
 - Oral feedback is aimed at helping the child attain a higher level and emphasises the good work already being achieved.
 - When marking formal tests, the given format is to be used.
 - When marking, teachers may highlight in pink, stamp, or put a smiley face on work that meets or exceeds the success criteria for that lesson.

Improvement prompts/next steps could be:

- A reminder – e.g., remember what happens to digits when you divide by 10.
- A question – e.g., which of these 2 answers for number 12 is right?
- A directive – e.g., come and explain how ...
- An unfinished sentence – e.g., when we divide by 10 all the digits move.
- If all is correct – e.g., These are all correct. Can you tell me the rule?
- A slightly harder question for the pupil to do.

Feedback is aimed at what is right as much as what is wrong. Children, like all of us, respond better to praise for their achievements rather than criticism of their shortcomings.