



POLICY NAME:	Marking and Feedback Policy
Frequency of review:	Every year
Reviewed On:	May 2026
Reviewed By:	Louise Scott
Next review (date):	June 2027

1. Introduction

At The Pines, a child-centred and nurture-based school, we recognise feedback as a vital part of the teaching and learning cycle. This policy draws on the latest Education Endowment Foundation (EEF) guidance to ensure our feedback practice is impactful, meaningful, and manageable. Our goal is to help children make sustained progress by using feedback to support learning, develop independence, and nurture emotional wellbeing.

2. Principles of Effective Feedback

Our feedback practices are underpinned by the following evidence-informed principles:

- **Effective feedback builds on strong initial teaching.**
- **Feedback must move learning forward**, targeting specific gaps in knowledge, skill, or understanding.
- **Pupils must understand and use the feedback**—without this, feedback loses its power.
- **Feedback should be timely and tailored**, using professional judgement rather than rigid frequency.
- **written comments should only be used where they are accessible** to children according to age and ability;
- **feedback delivered closest to the point of action** is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- **Feedback must be manageable**, minimising workload while maximising impact.

Links to Nurture:

Feedback should be emotionally safe and help to build pupil confidence and resilience.

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 regularly and sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell learners when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we aim 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.

3. 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. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger children. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	<ul style="list-style-type: none"> • 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 • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

4. Content of Feedback

Feedback should focus on:

- **Task** – Specific success or areas for improvement in a given piece of work.
- **Subject** – Understanding and application of key concepts or skills.
- **Self-regulation** – How pupils plan, monitor, and reflect on their own learning.

Feedback should **not focus on personal characteristics** (e.g., “You are a natural writer”) but on what the pupil needs to do to improve.

5. Planning for Pupil Use of Feedback

To ensure feedback is used:

- Learning objectives and success criteria should be shared clearly.
- Time must be built into lessons for pupils to reflect, edit, or redraft.
- Teachers should monitor how pupils respond to feedback and adjust strategies if needed.

6. Feedback and Marking Practices

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or ticking success criteria.

Foundation Stage & Key Stage 1:

- Verbal feedback is the primary form.
- Written comments are only used when pupils can read and act upon them.

Key Stage 2:

- Written feedback is purposeful and limited to where it is most impactful.
- Feedback should primarily be in-the-moment or follow up on formative assessment.
- Where a common misconception occurs, whole-class feedback or planning adjustments are preferable to repeated individual comments.

Across the School:

- All work will be acknowledged with a tick or teacher initials.
- ‘In-depth feedback’ (written or scaffolded support) will be given weekly in English and Maths when most impactful.
- Children will edit using blue pencil (from Year 2 Summer Term). Teachers mark in green pen.
- Cold Writes in English are diagnostic only and not marked in depth.
- Hot Writes will involve pupil self-assessment against co-created success criteria.
- Spelling and punctuation non-negotiables will be underlined for pupils to self-correct.
- **Maths** will have a ‘next-step’ within marking once a week for each child.
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8. Leadership Responsibilities

Leaders are responsible for:


- Monitoring feedback practices through learning walks and book looks.
- Supporting professional development on effective feedback.
- Ensuring policy implementation is adaptive, staged, and sustainable.

This policy reflects current EEF evidence and is designed to support pupil learning while protecting teacher workload and wellbeing. It will be reviewed annually with input from staff and pupils.

Pines Marking Code:

Code	Description
	Independent
	Supported
	Working towards
 	Verbal feedback
 	Next Step
	Full stop
	Capital letter
	Missing word/letter etc
<u>Underline word for spelling or for missing punctuation.</u>	Children to correct in margin or within sentence for punctuation using blue pencil.
	Correct Double tick for something done really well or evidence of the learning objective.

Marking Ladder Example:

	Ch	T
Punctuation A  .		
Address The Pines Red Lodge		
Date 7th December		
Greeting Dear/To		
Introduction I am writing to you		
Important information I would like...		
Conclusion Thank you...		
Sign off From		
Name Miss Duker		
Use of word mat 