

Elham Church of England Primary School

Creating lifelong learners guided by God's teaching.



Marking and Feedback Policy

March 2026

Our School Vision

At Elham, we instill a deep sense of **faith**, hope, and purpose, encouraging our pupils to act with **empathy** and serve others with love. We believe that every child is a unique gift from God, with their own potential to flourish and grow. Guided by Christian faith and love, our school is a nurturing community where **all are welcomed**, valued, and inspired to aim high, act with compassion, and live with integrity.

We are committed to **achievement for all**, ensuring that every child—regardless of background or starting point—is supported, challenged and ambitious to thrive. We are guided by a belief in encouraging children to dream boldly and persevere with purpose. Learning is our purpose and commitment.

We are a **community**, deeply rooted in our rural location. We are here for our children and their families, and we recognise the central role we play as a part of our village.

Through a broad, rich and inclusive curriculum, we help our children grow into confident, kind, and thoughtful individuals who make a positive difference in the world.

Introduction and Definitions

Feedback is a response to pupil work based on formative assessment inferences and focused on moving the pupil on through the curriculum (Education Endowment Foundation [EEF], 2021).

All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, builds learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and their next step.

Rationale

Marking and providing instant feedback are essential parts of planning, assessment, teaching and learning. Responding to pupils' work through constructive comments, acknowledges achievement, promotes positive attitudes and behaviour and leads to a lasting change in knowledge, skills or understanding.

There is an emphasis on verbal feedback being given in a timely manner and in a positive way. Evidence of our response to children's work can be found recorded in books, in whole class feedback folders and on display, but much of our feedback will also be verbal or instant feedback.

As a result of this policy, there will be greater consistency in how children's work is marked throughout the school. At Elham Church of England Primary School, marking will always reflect the learning. Comments will respond to what the children are learning in that lesson or pick up on other key learning objectives linked to prior learning. Comments such as 'good spelling' or 'well done' are not sufficient or acceptable.

High-quality feedback can be either verbal or written but should always be accurate, clear and encourage effort. Teachers are encouraged to use professional judgement when marking to determine whether feedback needs to be written or verbal and all feedback should support progress.

Aims

- To move learning forward, leading to a lasting change in knowledge, skills and understanding
- Inform children of their progress
- To inform the next steps of planning
- To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them
- To support each other in their learning through marking

- To know their next step/s for improvement.
- To provide a record of past interactions for outside audiences and moderation
- To motivate children, fostering their desire to produce high quality work and make progress

Good marking and feedback occurs when it:

- Clearly relates to the aims of the lesson
- Is meaningful for the individual child
- Is positive and constructive, with appropriate praise given
- Encourages a dialogue between teacher and child.
- Includes comments that relate to the planned learning objectives and/or Success Criteria, recognition of children's achievements and indication of the next steps in their learning.
- Indicates clearly which assessment criteria have been met.

Expectations

Following all lessons, teachers should reflect on the lesson taught and the learning which took place. If children have worked in exercise books then all books should be monitored and light marked by the teacher.

In English, this will involve highlighting positives in green, highlighting areas for development in pink and any teacher comments in green pen.

In Maths, a light mark will involve all answers or work being marked as correct or incorrect using a green pen, highlighting areas for development in pink and any teacher comments in green pen.

In RE and the broader curriculum, this will involve highlighting positives in green, highlighting areas for development in pink and any teacher comments in green pen.

Alongside general good practice of regular verbal feedback, in the moment marking, peer and self-marking and other effective formative assessment practices, teachers should also complete a 'deep mark' in accordance with the expectations below.

Teachers should fill out the form found in the appendix for each 'deep mark'. This should take place once a week, as a minimum, in English, Maths and RE. In foundation subjects, this should take place, as a minimum, twice a half-term. Individual written feedback will still be necessary for some children who do fall outside of the common misconception identified within any given lesson. This form should then be kept in the

Marking and Feedback folder within the classroom for reference, moderation and monitoring. This form will then act as the basis for follow-up feedback, adaptations to future teaching and alterations to planning or learning.

Marking should aim to be within 2 days of the lesson and never be later than 1 week following the lesson. Marking must always refer to the learning objective and success criteria.

All marking and feedback must be responded to, whether as an individual or as a whole class. This could take place as a starter, plenary or main element of a follow-up lesson, an adaptation to the planning or as morning work. The response could be written or verbal.

Self-assessment

Children are encouraged to edit their own work using a red pen. They are asked to look for punctuation and spelling errors and correct them themselves (with the aid of word banks, dictionaries, thesauruses, etc.) They are also encouraged to improve (level up) their work by reviewing it.

Peer assessment

Peer assessment regularly happens within the class. Sometimes, this takes the form of verbal feedback; at other times, it is written. We believe that pupils should be able to write comments where appropriate. We will always make it clear that pupils' comments should be positive and related to the lesson's learning. Pupils will be given opportunities to share their learning and then write comments in their peer's book or via verbal feedback.

Parents and Carers

Parents and carers have access to the policy via the school website. They also have the opportunity to review their children's work during open days, at Parent Consultations and as soon as possible if requested.

Colour Codes

Teachers should highlight positives in green. Teachers should highlight areas for improvement in pink. Teacher comments should be written using a green pen.

There should always be more green than pink.

Children should be editing or marking in red pen.

Appendix

Learning Intention	Date of lesson
What went well	
Common misconceptions	
Children who performed very well	
Children who need additional support or individual feedback	

This policy should be read alongside our **Whole Class Marking and Feedback - Intent, Implementation, Impact** document.

The following policy has been informed by current literature on the topic of marking and feedback, including:

Hattie, J., & Timperley, H. (2007). *The Power of Feedback. Review of Educational Research*, 77(1), 81–112.

Black, P., & Wiliam, D. (1998). *Assessment and Classroom Learning*.

Wiliam, D. (2011). *Embedded Formative Assessment*. Solution Tree.

Sherrington, T., & Caviglioli, O. (2019). *Rosenshine & Cognitive Science in the Classroom*. John Catt Educational.

Wiliam, D., & Thompson, M. (2007). *Integrating Assessment with Instruction: What Will It Take to Make It Work?* In C. A. Dwyer (Ed.), *The Future of Assessment: Shaping Teaching and Learning*.

Education Endowment Foundation (2018). *Teacher Feedback to Improve Pupil Learning (Evidence Review)*.

Education Endowment Foundation (2016). *Reducing Teachers' Workload*

This Feedback & Marking Policy was approved by the Governing Body on:

**Ed Robbins Date 25th March 2026
(Chair of Governors)**

**Joseph Magliocco Date 25th March 2026
(Headteacher)**