



# FEEDBACK & MARKING POLICY

**September 2025**

**Next Review: September 2027**

**Approved by: Headteacher**

The policy is a result of detailed review of current practice, staff voice and is informed by research into the EEF's 'Teacher Feedback to Improve Pupil Learning' Guidance Report and examples of effective practice.

## Purpose

This policy outlines Glade Hill's approach to feedback and marking, designed to:

- Improve pupil outcomes
- Make feedback manageable, meaningful and motivating
- Encourage consistency across the school
- Reflect the principles of the EEF's *Teacher Feedback to Improve Pupil Learning* guidance report (2021)

## Core Principles

The following core principles **must** be at the centre of any and all feedback and marking.

- **Lay the foundations for effective feedback**  
Before providing feedback, teachers should provide high quality instructions (quality first teaching) including how children will get feedback and what to do with it.
- **Deliver well timed feedback that focuses on moving learning forward.**  
We aim to mark in the moment but sometimes marking at a distance will happen. Feedback should focus on moving the learning forward. Feedback that focuses on personal characteristics or vague remarks will not be effective.
- **Plan for how pupils will receive feedback and use it.**  
Teachers must think carefully about what strategies to use for feedback and also provide opportunities for pupils to use and respond to feedback.

This means:

- Feedback should be timely – most effective when given during learning but sometimes marking at a distance is needed.
- Pupils must be taught to understand and act on feedback
- Feedback should be tied to learning objectives/success criteria
- Marking must be manageable for teachers and understood by pupils

## General Approach

- Feedback should be primarily **verbal and immediate**; this does not mean that feedback cannot be done at a distance.
- Whilst every piece of work may not be marked, there should never be several consecutive days where a child has no evidence of feedback/marking on their work.
- Feedback can be to individuals, groups or whole classes. Where a whole class or group has been given some feedback to improve their work the children should use a green pen to demonstrate this as they would individually.
- When teachers are marking for assessment purposes, they may choose to use whole class grids as a more efficient method of recording information as oppose to making notes on the children's books.

# Feedback

## Pens

- **Pink highlight** = strength
- **Green highlight** = needs improvement
- **Blue/Black** for any further teacher comments
- **Green pen** for pupil responses to class, peer and individual feedback

## Marking Symbols

Symbol	Meaning	Pupil Action
✓ (Pink)	Good/correct	Celebrate and continue
Dot or line (Green)	Check this part	Check and improve
Sp	Spelling error	Practise the word underneath

Stickers or stamps may be used to acknowledge effort or achievement.

## In-Depth Feedback

There is no expectation for teachers to provide lengthy written feedback as this would rarely be at the point of learning. However, the school does expect that teachers would mark an end of assessment piece of writing in more detail as we would mark a test in reading or maths. This would predominantly be with pink and green highlighters and/or using success criteria grids by both the teacher and the pupil.

## Responding to Feedback

- Most feedback will take part in the lesson and therefore responses will be immediate
- Children respond to feedback using green pens
- If feedback is written and not completed in the lesson time must be given for the pupil to respond. This may include adding response time to the beginning of a lesson
- It is essential that where children have responded to feedback, this is checked

## Peer Assessment

- Pupils to use a green pen.
- Peer assessment may be written or verbal, and sometimes built into tasks

## Consistency, Workload and Impact

- Not every error needs a correction – feedback should target key learning priorities
- Feedback must lead to improved outcomes over time, we should avoid the pupil making the same mistake repeatedly.
- Marking and response expectations are kept manageable for staff
- All pupils receive regular feedback
- Staff will develop efficient and effective methods through CPD

## Presentation, Titles and Learning Intentions

*Staff must give feedback to pupils on presentation and success against the learning intentions*

- **All work must include the date and title**, both underlined with a ruler. We want children to write at the margin and this is the same for the date and title. Presentation is key.
- Titles should be framed as **questions whenever possible**, to encourage retrieval and discussion. This will allow children more confidence in talking about their learning.

### Examples:

- *What is a noun phrase?*
  - *How do you use a question mark?*
  - *How can we use adjectives to make our writing descriptive?*
  - *How do we add two-digit numbers together?*
  - *What is an equivalent fraction?*
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- When a question won't fit (e.g. writing a character description) use titles that clearly show what task is being completed.  
Example: *A character description, An adventure story.*
  - Titles for Shared Reading lessons to still follow the format of *Reading:Skill:name of book*.  
E.g. *Reading: Inference: Good Night Mr Tom* or *Reading: Understanding: The Iron Giant*.
  - Learning objectives must be made explicitly clear at the start of the lesson so they can be referred back to when giving feedback - this is a core principle.
  - Teacher and Teaching Assistant handwriting must be clear and follow the school's handwriting policy to model expectations (Penpals)

## Monitoring and Review

- Policy is reviewed every 2 years by SLT and Governors
- Book looks, pupil voice and lesson visits monitor impact and consistency
- Staff CPD will reflect updates to EEF guidance or school development priorities