



Coddington

— C of E —

Primary and Nursery
School

FEEDBACK AND MARKING POLICY

Review Date	02/12/25
Next review due	As required
Reviewed by	SLT 02/02/26
Approval by Chair of Governors	

At Coddington C of E Primary and Nursery School we strongly recognise the importance of feedback as part of the teaching & learning cycle and we aim to maximise the effectiveness of its use in practice. This ensures a positive impact on children making good progress.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong
- redirect or refocus either the teacher's or the learner's actions to achieve a goal

In addition, the Department of Education's expert group emphasis that marking should be meaningful, manageable and motivating.

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) and their marking and evidence guidance which states:

- the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons
- marking strategies should be efficient so they do not steal time that would be better spent on lesson design and preparation.

How does the marking policy help the children to know more and remember more?

We believe that Quality First Teaching encourages children to take active responsibility for their own learning and become independent, reflective learners.

1. In EYFS, children will be encouraged to verbally explain their learning through oral dialogue with an adult. This will be recorded in Tapestry (F1) or on their work by using inverted commas
2. In KS1, children will be taught and encouraged in some lessons to draw a dot at the end of their learning question on how they feel about the learning (Green- they feel secure, Orange – they would like to go through it again)
3. In LKS2, the reflective dots will happen in all core lessons, children will be given time (when required) to respond to targets
4. In UKS2, the reflective dots will happen in all core lessons, children will be given time (when required) to respond to targets

At Coddington C of E Primary and Nursery School we believe that the most effective form of feedback is specific guidance to allow the child to meet the learning intention, which will allow them to progress confidently and securely through the curriculum.

If children struggle with some aspects of learning, this needs to be quickly identified through marking and then rapid intervention or adjustments to planning is necessary. This can be seen within our school through responsive teaching and planning and the use of Pre- and Post-Teach sessions ran by Teaching Assistants.



Pre- and Post- teach sessions allow for children to have tailored support so they can be ready for the next lesson's learning. Teachers are able to quickly identify the misconceptions or errors, have professional conversations with the Teaching Assistant about what the child's next steps are and they can quickly intervene.

Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this does not need to be scribed.






What feedback and marking looks like

Type	What it looks like	Evidence
During learning	<ul style="list-style-type: none"> • Teacher gathering feedback from questions, whiteboards, guided practice, observations etc. • Takes place in lessons with individuals or small group or the whole class. • Often given verbally to pupils for immediate action. • Teacher may alter the lesson to re-direct the focus of teaching or 'bring the class back together' to clarify. • May involve use of a Teaching Assistant to provide support or further challenge. • Some annotations or scaffolding may be written in the book. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting. • EYFS- photography and annotation of work
End of lesson	<ul style="list-style-type: none"> • Often involves whole class. • Provides an opportunity for evaluation of learning in the lesson. • Self- or peer- marking. • Children to 'dot' at the end of the learning question with either a green/orange as self-assessment in core subjects. • Celebration of learning and effort 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Evidence of self- and peer-assessment in books • Self-assessment 'dots' next to learning questions • Rewards givens (linked to school reward system)
After the lesson	<ul style="list-style-type: none"> • Teacher to dash through learning objective/question with either an orange or green highlighter. • May involve short written comments for pupils to read to and respond to. • May highlight words/sentences in green or pink (may be done during learning) • 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. • Discussions with Teaching Team on children that need further support or challenge 	<ul style="list-style-type: none"> • Acknowledgement of work completed. • Written comments and appropriate responses/actions. • Adaptations to short-term planning. • Pre- and Post teaches used daily (if necessary) to address misconceptions • Pink/Green highlighting










Annotations, Pedagogy Stamps and Written Comments

EYFS











Annotation	Meaning
On learning objective:	
	Green dash through the Learning question/objective. Work which demonstrates that a pupil has achieved the intended outcome.
	Orange dash through the Learning question/objective. Work which needs further attention or is working towards intended learning outcome.
Within main body of learning:	
	WS is for With Support. This indicates that the pupil did not complete the task independently. They could have been supported in small group work, more than typical amount of verbal feedback from the teacher or TA support.
	'Pink to make you think' on writing to focus pupil on an inaccuracy or in a piece of work. In EYFS this will most likely link to phonics and handwriting.
	Green because 'you've got it' on writing to focus pupil on something positive within their learning.

KS1

Annotation	Meaning
On learning objective:	
	Green dash through the Learning question/objective. Work which demonstrates that a pupil has achieved the intended outcome.
	Orange dash through the Learning question/objective. Work which needs further attention or is working towards the intended learning outcome.
Within main body of learning:	
	T is for Target. This can be used to set a new target or remind a child about a target. A T with a tick indicates that the target has been met.
	For excellent work, dojo awarded.
	WS is for With Support. This indicates that the pupil did not complete the task independently. They could have been supported in small group work, more than typical amount of verbal feedback from the teacher or TA support.
	'Pink to make you think' on writing to focus pupil on an inaccuracy in a piece of work. In KS1 this may link to writing fundamentals or, as they progress through the Key stage, or an element of learning from the unit of work.
	Green because 'you've got it' on writing to focus pupil on something positive within their learning. In KS1 this may link to writing fundamentals or, as they progress through the Key stage, or an element of learning from the unit of work.



KS2

Annotation	Meaning
On learning objective:	
	Green dash through the Learning question. Work which demonstrates that a pupil has achieved the intended outcome
	Orange dash through the Learning question. Work which needs further attention or is working towards the learning outcome
Within main body of learning:	
	Wiggly line under mis-spelt word. Child to re-write the correct word three times below
	For excellent work, dojo awarded.
	This is when children have to correct an error or misconception
	WS is for With Support. This indicates that the pupil did not complete the task independently. They could have been supported in small group work, more than typical amount of verbal feedback from the teacher or TA support.
	Missing word
	New paragraph needed here
	'Pink to make you think' on writing to focus pupil on an inaccuracy in a piece of work. In KS2 this should link to an element of learning from the current or a recent unit of work.
	Green because 'you've got it' on writing to focus pupil on something positive within their learning. In KS2 this should link to an element of learning from the current or a recent unit of work.

Additional information:

- In F1, Tapestry is used as a two-way communication tool with parents/carers to share and celebrate learning, progress and provide feedback. Observations are regularly carried out in the learning environment and saved in the child's Learning Journal on Tapestry.
- If appropriate, in the first five minutes of every lesson, Children will have their books from the previous lesson and read/respond to any feedback. Staff may use this time to address misconceptions with individual or groups of children. Where the previous learning was practical, this may be summarised.
- Presentation of work may be commented upon when appropriate.
- Where it is appropriate to support a child's learning from a previous stage may be used.
- Interventions relating to whole class learning, Pre and Post teaches should all be completed within books.
- There is no minimum or maximum requirement for written comments or annotations on work. Teachers should use their own professional judgement as to which approach is best for a particular learning intention and that particular pupil.

