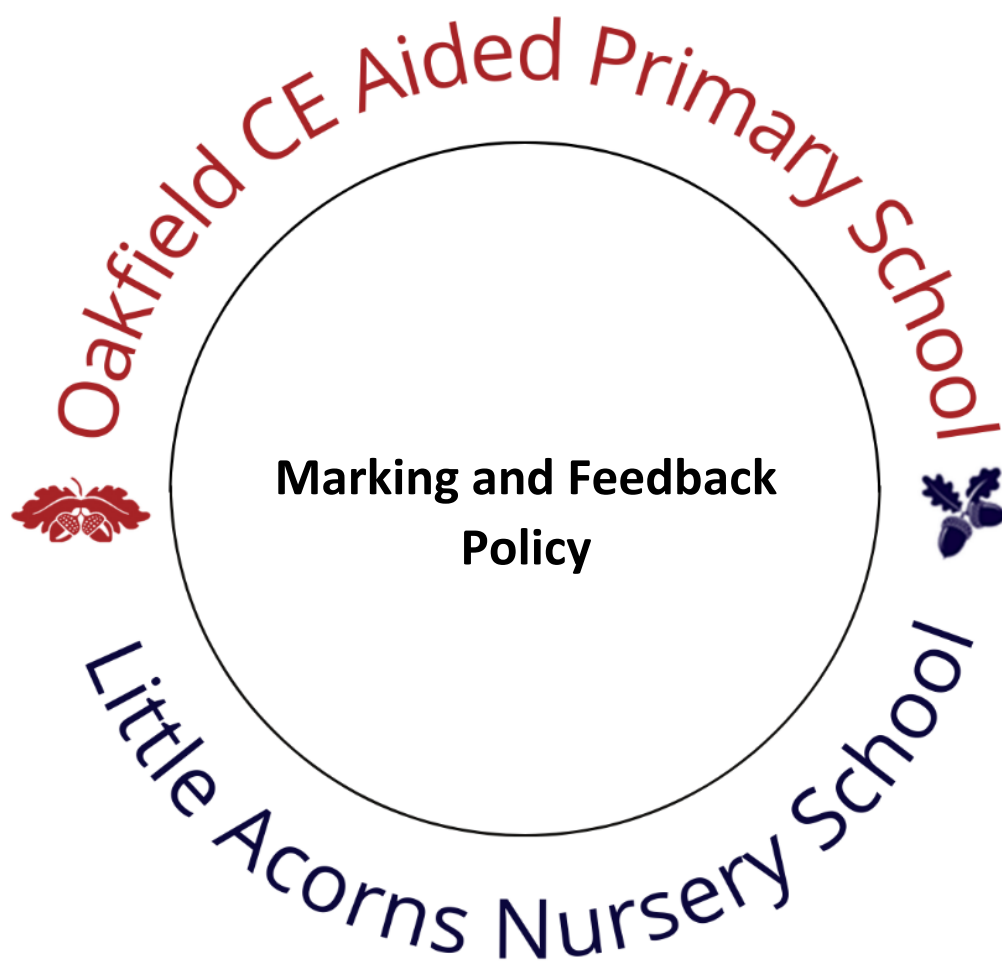
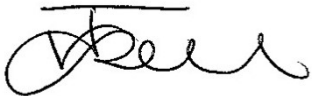




Date of Approval:	2 ND February 2026
Committee/FGB	FGB
Responsible:	Vikki Reader - Headteacher
Review Date:	January 2027

Signed:  Chair of Governors

Signed:  Headteacher

Date: 2nd February 2026

REVISION No:	Date issued:	Prepared by:	Approved by:	Comments:
	25.11.24	HD	VR	New Policy
	21.01.26	TT	VR	No changes – discussed with all teachers at staff meeting.

Rationale

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.

(Education Endowment Foundation)

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'

Report of the Independent Teacher Workload Review Group

All forms of marking and feedback are important to the success of children. The aim is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and Teacher/Leader of Learning. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and next steps.

Marking and feedback at Oakfield

We believe that the process of marking and offering feedback should be positive, meaningful and motivating solely to advance progress and outcomes; it is a dialogue that takes place between Teacher/Leader of Learning and child, ideally while the learning is still being completed. Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Teach, check, respond - teachers will ensure that understanding is assessed when marking in the moment and they will respond accordingly. Teachers will note errors that are made by many children and use them to inform future planning. Teachers will make and distinguish between mistakes and misconceptions.

Principles of marking and feedback

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. Written feedback is not a requirement or expectation in EYFS.
- Any written comments should be neat and legible
- Errors that were made by many children should not be the subject of individual comments, but should be noted in future planning
- Marking will normally be done as 'in the moment' marking or before the next lesson in that subject.

Special Educational Needs and Disabilities

When marking the work of children with Special educational Needs and Disabilities, we consider the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is adapted to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made to that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

Response to learning options

Marking	Purpose
In the moment	To prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments or written feedback where misconceptions are remodelled or challenges provided. Ⓥf may be used as a code to signify verbal feedback has occurred in the moment.
Read and respond	A read and respond task should be provided to enable pupils to improve or further their progress and understanding. These should be provided across the week for English and Maths. This could be a group or individual task.
Beyond the moment	We put greater emphasis on 'in the moment' marking and verbal feedback but if this is not possible, learning will be acknowledged beyond the lesson to ensure that misconceptions are not missed and that habitual errors are not being made. Teacher's professional judgement is used to determine what type of acknowledgment is appropriate.
Learning acknowledgement	All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome. ✓ Working towards ✓✓ Met Ⓢ- indicates support was needed Ⓢi - indicates that the work was completed independently

Read and Respond time

From year 2, time each day will be dedicated to the children responding to feedback in English and Maths.

This time can be used in a variety of ways including (but not exclusive to):

- The teacher models and demonstrates how to proof read and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the children

- The teacher identifies something that they would like the children to proof read and edit before marking.
- The teacher gives specific verbal feedback to an individual/group/whole class to improve their work. This could include a spelling alteration, letter/number formation correction, sense check.
- The children can work independently or with a partner to edit and improve their own or the work of their peer.

Specific subject marking and feedback

Marking of mathematics	- Where it is required, teachers should respond to incorrect number formation - Teachers should ensure presentation of work meets their expectations. - Children should be encouraged to self-correct calculations when errors have been identified - Where a child has made a number of mistakes, the teacher is to decide which of the mistakes they feel it would be beneficial to review in the moment or in Read and Respond time.
Marking of English	- In year 2, common exception words misspelt (1 or 2) should be underlined and written correctly for the child to see. Teachers will be aware of the phonics capabilities of each learner. - In Key Stage 2, misspelt words (up to 3) will be underlined. These should be corrected by the child. - In Key Stage 2, inaccurate, taught grammar and punctuation should be identified (e.g. misuse of speech marks or we were/we was) for the child 'fix it quick'
Wider curriculum subjects	The same standards are expected in written work produced in wider curriculum lessons. Feedback and marking will be in reference to the English and Maths expectations listed above. In the moment feedback is prioritised in Art, Technology, Computing, PE, PSHE and Music.

Review

This policy will be reviewed annually by staff before being approved by governors. It may be reviewed earlier if the government introduce new regulations or if senior leaders receive feedback that the practices are unmanageable or creating unnecessary workload.

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations

Principles	Methods	Implementation		
2 Deliver appropriately timed feedback that focuses on moving learning forward  • There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. • Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. • Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.	3 Plan for how pupils will receive and use feedback  • Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. • Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.	4 Carefully consider how to use purposeful, and time-efficient, written feedback  • Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. • The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. • Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.	5 Carefully consider how to use purposeful verbal feedback  • Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. • However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.	6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback  • Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. • Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

References

NASUWT findings of the report published by the Independent Teacher Workload Review Group:

<https://www.nasuwt.org.uk/advice/in-the-classroom/assessment-curriculum-and-qualifications/assessment-england/marking.html>

DfE published findings of the report published by the Independent Teacher Workload Review Group:

<https://assets.publishing.service.gov.uk/media/5a75129f40f0b6360e47322f/Eliminating-unnecessary-workload-around-marking.pdf>

NEU marking policy checklist

<https://neu.org.uk/latest/library/marking-policy-checklist>