

SUCCESS  AT



Hallbrook Primary School

Feedback and Marking Policy

Approved/reviewed by	
Hallbrook LGC	
14/01/2025	
Date of next review	Jan 2028
Publication:	Operational-Website

This policy is reviewed 3-yearly to ensure compliance with current regulations.

Version	Date	Updated by	Summary of changes
V1	Jan 25	Headteacher (TB)	New Policy
V1.2	Jan 26	Headteacher (TB)	Added Adaptive codes

Introduction

Hallbrook Primary school's marking and feedback policy is grounded in two principles:




- **Improving learning opportunities and outcomes for pupils.**
- **Maximising the use of teachers' time and reducing their workload.**

The policy has been created following a comprehensive research review and based on the latest recommendations contained in the Educational Endowment Foundation's feedback toolkit.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

The policy has been created in conjunction with teaching staff and following discussion with pupils about what they feel is the most effective form of feedback.

The policy has been created with consideration towards the six principles outlined in the EEF toolkit.

<p>1</p> <p>Lay the foundations for effective feedback</p>  <ul style="list-style-type: none">• Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.• High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). <p>Page 12</p>	<p>2</p> <p>Deliver appropriately timed feedback that focuses on moving learning forward</p>  <ul style="list-style-type: none">• 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 <i>task</i> set, the individual <i>pupil</i>, and the collective understanding of the <i>class</i>.• 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. <p>Page 18</p>	<p>3</p> <p>Plan for how pupils will receive and use feedback</p>  <ul style="list-style-type: none">• 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. <p>Page 26</p>
---	--	---

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.

Page 34

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.

Page 38

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.

Page 42

Purpose of the policy

- Children are clear about what they do well in all subjects.
- Children are clear about what they need to do to improve in all subjects.
- Staff are clear on the learning outcomes for all pupils.
- Staff are able to adapt the curriculum appropriately to meet the needs of their class or pupils.

Principles

- Feedback should be clear, direct and age or developmental stage appropriate.
- Feedback is the responsibility of all adults as effective practitioners.
- Feedback should move learning forward.
- Feedback should be seen as a positive experience.
- Feedback should influence future lessons.
- Feedback should be a two-way process with opportunities for discussions and questioning.
- Feedback should take place throughout all lessons.
- **Feedback should focus on improving the learner and not the individual piece of work.**

Implementation

The policy considers four areas of focus when delivering feedback and marking:

- Content
- People
- Methods
- Times

Content

When giving any feedback, the content should focus on the particular task that the child has undertaken with feedback linking closely to the learning intent of the lesson.

This could also include prior knowledge and skills which are related to the current learning intention and are either being completed effectively or still need to develop.

Feedback could also include comments which focus on helping children to self-regulate and develop the school values.

Staff will avoid using comments which are personal, general or imply an innate ability as they often are too general and lack information needed to improve.

People

All adults in school are responsible for providing feedback as part of being effective practitioners. Staff may decide that feedback would be most effectively given to:

- The whole class
- A specific group
- An individual

Staff are able to make professional judgements of how to most effectively give feedback and take into consideration what will have the greatest impact on the largest number of learners.

Times

Feedback and marking should not just take place at the completion of a task. It should be an ongoing process which staff actively participate in during lessons. Feedback can take place:

- During a lesson.
- Immediately after a lesson
- Sometime after the lesson

Staff should use their professional judgement about when feedback will be most effective in improving pupil outcomes.

All work should be acknowledged by a member of staff before the child completes the next piece of work in their book. **The minimum expectation is that the learning outcome is highlighted.** This is essential for teachers to be certain on the sequence and progression of their next lesson.

Methods

Hallbrook Primary School recognises that there are different ways in which feedback can be given by staff. The three methods seen in school will be:

- Verbal
- Written
- Hybrid (live marking)

Verbal

Staff will give regular verbal feedback to children throughout the lesson. This should be in response to rigorous assessment for learning. This could be to a range of different groups based on the lesson and pupil progress through it. Staff do not need to record the content of verbal feedback as to do so would be unrealistic as it is so fundamental to high quality teaching and learning.

Teachers should prioritise verbal feedback in their lessons as a way of moving children on and making sure they are clear on what they are doing well.

Written

Written feedback plays an important role in allowing staff to provide individualised instruction to a student. It also can be used to allow pupils to improve and edit their own work based on the guidance from a member of staff.

Written feedback can include comments, written marks, scores or worked examples. Written comments should be aligned to the reading age of the child and allow the pupil to make clear progression because of it.

Staff will use coded marking to reduce the amount of time spent marking and make it clear to pupils the corrections and improvements they need to make.

Hybrid (live marking)

The policy recognises that pupils need regular feedback during the early stages of learning to allow skills and knowledge to move to the long-term memory and to avoid misconceptions from forming.

All learners are equally important and equally deserve feedback to allow them to improve. To achieve this, staff should live mark during lessons. This involves staff moving around the classroom and engaging in short feedback conversations with pupils.



This would include a hybrid approach of providing verbal feedback to a child and completing written feedback at the same time.

This will allow teachers to identify issues which are affecting individual pupils or larger groups within the lesson and address these before the end of the lesson.



Self-evaluation

The feedback of staff is important in the process of making progress but so is the self-evaluation of pupils.



Pupils should complete self-evaluation of their own work. This should be completed as a written method, and they should be able to verbalise how they reached the decision. Children should self-evaluate using the same criteria as staff use to mark considering how well they feel they have managed to complete the learning intent.



Pupil mark	Meaning
	I feel that I have met the learning outcome and feel confident about the task.
	I do not feel I have met the learning outcome or I do not feel confident about the task.

Coded marking

Code	Meaning
Green highlighted LO	The child has fully met the Learning Outcome for the lesson without significant intervention from an adult. This does not mean they have not used scaffolds which are appropriate for working independently.
Yellow highlighted LO	The work has been acknowledged by staff but the child did not meet the Learning Outcome for the lesson.
Green highlighted	The word, phrase or sentence is clear evidence of how the outcome has been met.
Yellow highlighted	The word, phrase or sentence is clear evidence of how the decision was made the child had not met the outcome.
✓	The child has answered a question correctly.
✓c	The child has answered the question correctly after having to make a correction.
.	There is a correction that needs to be made as a result of live marking.
O or ___	A circle or a line highlights a specific area for the child to focus on when there is an error. This is appropriate for when the child will not be able to see the error themselves but staff are confident that, in identifying the error, the pupil will be able to correct.
Sp (Spelling)	For some children, a "sp" in the margin identifies that there is a spelling on the line which should be corrected within their work. Some children will need a O or ___ to highlight the word or part of the word which is incorrectly spelt.
GF (Group Feedback)	Recognises that a group / class of pupils have made a similar error and that future teaching will include addressing the error.
V	Verbal feedback has been given.
[]	A section of work does not make sense and needs to be rewritten.
S	The work has been completed with support.
I	A section of the work has been completed independently especially when it may look like it has not been.
	Identifies that in future work a child has a next step to follow. The child does not need to alter the marked piece of work.
	Identifies something which needs to be changed in the piece of work. The child should correct the piece of work.









Examples

Code	Comment
	Use the conjunction because.
	Capital letters to start sentences.

Code	Comment
	Write out your x7 table.
	Q7.

Appendix adapted coding

Adapted codes are used with children who need more visual codes. This will typically be younger children but they can also be used for older children as an adaptive tool to improve their work or allow them to gain independence in editing.

			
finger spaces	conjunctions	capital letters	look for punctuation
			
sounds	number formation	presentation & handwriting	spellings