



Children & learning at the heart
of our CARE-ing community

Old Fletton Primary School
Feedback and Marking Policy
Version 1 - March 2026

OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

<p>STANDARDS</p> <p><i>The level of learning for our pupils</i></p>	<p>We are acutely aware of the need to provide work for children that provides appropriate challenge and support that enables them to progress and achieve greater standards, without creating an unnecessary workload implication for staff.</p>
<p>ADULTS' ROLES</p> <p><i>All staff are responsible for feedback to pupils on their learning achievements</i></p>	<p>Our aim is for all children to receive high quality oral feedback during a lesson, with the occasional notation indicating a targeted challenge or support. After a lesson a member of staff reviews the learning without 'marking' the books; just indicating if feedback is required.</p>
<p>CHILDREN'S ROLES</p> <p><i>Children to engage in the marking process</i></p>	<p>Our ultimate aim is for all children to be able to respond to feedback in a timely manner that enables them to demonstrate their understanding of what is expected. They will not need to wait for extended periods whilst a teacher spends hours writing lengthy comments.</p>

Why is there a need for a Feedback and Marking policy

- ✓ The need to be mindful of workload issues for staff in order for them to fulfil all other professional duties - the greatest impact is on feedback, **directly at the point of completion** 0.7 and time for evaluation and reflection 0.75: Professor John Hattie
- ✓ Teachers spend too long writing lengthy unnecessary burdensome comments in individual books rather than changing the learning journey 0.75 (teacher clarity). A collective Teacher efficacy (no child will fall behind) has the greatest impact on attainment a massive 1.57
- ✓ There is surmountable evidence that written feedback after a learning session does not lead to improved outcomes, in fact can be cumbersome for the adults and demoralising for the learner. Young children in particular struggle to engage with the written marking in any meaningful way.

What is the policy for?

- ✓ The policy is for all members of the Old Fletton Primary School community so that there is common understanding about what we expect from everyone - **meaningful interaction with pupils about learning during a session and the feedback logged to improve the learning journey for that child or children**

Who has devised and contributed to this policy

- ✓ This policy has been initially devised by the Headteacher - in consultation with teaching staff in the school. September 2020
- ✓ Pupil voice through class representatives was also sought in the previous academic year and will be reviewed Spring Term 2020

What evidence and advice has been used to inform this policy

- ✓ Visible Learning Professor John Hattie
- ✓ Eliminating unnecessary workload around marking : Report of the Independent Teacher Workload Review Group
- ✓ A marked improvement? A review of the evidence on written marking Published 2016 Education Endowment Fund

How will this policy be communicated?

- ✓ This policy is available in the Headteacher's office and is online on the school's website.

How will this policy be monitored?

- ✓ Monitoring by Headteacher & Deputy Headteacher at least once per block through book & mark-book scrutiny
- ✓ Standards will be reported by the Headteacher through the SEF updates
- ✓ Policy will be reviewed in line with other linked policies in the Spring as required
- ✓ Governors will be able to look at randomly selected books and mark-books as part of their linked phase work

Purpose:

Our Feedback and Marking policy aims to promote our core values of CARE, with particular reference to celebrating success and aiming high.



We strongly believe that marking should celebrate a child's learning achievements and move them forward in their next steps of learning, whilst still being a manageable process for the adults involved.

Based on the research by Professor John Hattie, the rewarding of effort is not of primary concern and so banal comments such as "well done you have worked hard today" are wasted time. We will celebrate the learning process and progress.

All children are entitled to regular feedback on their learning, this will be done mainly during the lesson with verbal feedback from the adults or as part of peer or self reviews. Hattie identifies these as extremely beneficial 0.7 and 0.75. Therefore all teachers will give feedback as an essential part of the assessment process.



We will focus our 'marking' on reviewing the learning objective set, if the child has achieved well a F0 will be recorded to acknowledge no specific changes required. If there has been some evidence of the child struggling with the learning that day a F1 will be recorded and changes made to the teaching the next day to enable full catch up.

The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self esteem. The learning experience should be challenging enough that errors may occur as new ground is covered, but not so challenging that children only experience failure in a task.

At Old Fletton Primary School we value the professional judgement of the adults working with the children and thus the extent of challenge to a piece of work is determined not by the number of errors found in it, but by the knowledge that the adult has about a particular child. Consideration is given to what a particular child is capable of, **carelessnesses and lack of pride in work will be challenged, errors will be supported.**

Feedback and marking review notes alongside some books will be monitored regularly by the Headteacher and Deputy Headteacher, typically twice per block in order to quality assure the feedback and marking in school and to provide feedback to colleagues offering guidance & support where necessary. Governors will also monitor the policy and will receive updates from the Headteacher as required or requested, usually part of the SEF and Head's reports.

In order to balance the need for rigour and drive towards excellence and also meeting a teacher's well-being and work-life balance we acknowledge that marking needs to be simplistic and effective. Prioritising in class marking at the point of completion and minimising the time spent after a lesson. We expect the following.

- ★ Children to indicate through symbols whether the task was independent  or paired 
- ★ Learning intention is written or placed in the book - (it can be shortened where necessary as to not waste time as long as communicated well in the lesson).
- ★ Adults will support, challenge and feedback during the session - only recording: **S** - Support given in the session or **C** - Challenge: carelessness spotted, to be addressed by the child (adult support not given) ✓ and smiley faces will be used to reinforce positive feedback in the session.
- ★ A maximum of 10 minutes at the end of the session can be used for 'Assessment for Learning', allowing instant feedback and checking for children and lessening the amount of after 'marking' required. This peer marking and/or self review should be carried out in Purple Polishing Pens to be clear it has been done by a child or in Literacy, Yellow highlighter for their 'time to shine' and show you where they are particularly proud of their achievement.
- ★ After the lesson the adult will review the learning and decide if more feedback is required - F0 (no feedback required other than usual) in class next day, F1 (specific feedback required to address a misconception or too much carelessness - the F1 changes will be recorded in the Teachers' mark-book to ensure a change of provision is detailed to allow the child to catch up or indeed step up to the presentation/quantity standard and to aid monitoring of the quality and variety of assessment for learning.

Pupil Voice 2025

