



Hollywell Primary School

Feedback and Marking Policy

2026-2028



Introduction

At Hollywell Primary School, we believe that high-quality feedback is a crucial element of effective teaching and learning. Its core purpose is to move learning forward. Feedback enables pupils to understand what they have achieved, what they need to improve, and the next steps required to make progress.

Feedback can take a variety of forms, including verbal responses, written comments, peer/self-feedback, and whole-class feedback. Current educational research indicates that a *balanced and flexible approach* to feedback is most effective, ensuring that pupils receive timely, meaningful guidance that supports motivation and progress.

The Education Endowment Foundation (EEF) identifies that effective feedback should:

- Redirect or refocus either the teacher's or learner's actions toward achieving a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be used sparingly so that it remains meaningful
- Provide clear guidance on how to improve, rather than simply identifying errors

The Department for Education (DfE) advises that all marking should be *meaningful, manageable, and motivating*, with workload remaining proportionate and purposeful. Our policy aims to ensure consistency while maximising the impact of feedback on pupil outcomes and supporting teacher wellbeing.

This policy intends to ensure that feedback processes are used effectively across the school, enabling all pupils to apply skills, develop independence, and take ownership of their learning.

Guiding Principles of Effective Feedback

Effective feedback at Hollywell Primary:

- Has a single purpose: to further children's learning
- Is *meaningful, manageable, motivating*
- Is delivered at the earliest relevant opportunity within the learning sequence
- Identifies misconceptions promptly and addresses them
- Informs adaptive teaching and future planning
- Uses written comments only where they are accessible and useful to pupils
- Promotes pupil independence through self-assessment, reflection, and metacognition

Our approach ensures that feedback is timely, purposeful, and aligned with ongoing assessment for learning.

Feedback Strategies

Teachers evaluate pupils' work continuously and use this information to adjust teaching. Feedback occurs at three key points in the learning process:

1. Immediate Feedback (in the moment)

Prioritised as the most impactful, especially for younger learners.

May include:

- Verbal feedback

- Mini-whiteboard responses
- Live modelling or re-teaching
- Use of teaching assistants for support or challenge
- In-lesson highlighting, symbols, or annotations
- Responsive task adjustment

2. Summary Feedback (end of a task or lesson)

May include:

- Whole-class or group review
- Self- and peer-assessment using success criteria
- Exit tickets, retrieval questions or reflection tasks
- Identification of class-wide misconceptions
- Feeding directly into the next lesson or groupings

3. Review Feedback (after the lesson)

May include:

- Written comments (where meaningful and actionable)
- Acknowledgement of work completed
- Identification of next steps
- Adjustments to planning or future tasks
- Noting adaptations for individuals or groups

Written comments should be used when they move learning forward and cannot be delivered through immediate feedback.

Marking Approaches

General Principles

- All pupil work will be acknowledged in some form.
- Physical marking may include ticks, symbols, highlighting, or brief codes.
- Teachers prioritise feedback that has the greatest impact on learning, rather than lengthy written dialogue.
- Success criteria and learning intentions may be used as a reference point.

Early Years & Key Stage 1

- Written feedback is used only for pupils who can read and respond independently.
- Verbal feedback is the primary form of response.
- Stamps or symbols may be used where pupils understand their meaning.

Key Stage 2

- Written comments are used selectively for extended tasks or where pupils benefit from precise next steps.
- Planning or grouping may be adjusted instead of providing repeated individual comments for the same misconception.

Across all phases, written feedback should be concise, purposeful, and accessible.

General Guidance

Learning Intentions & Success Criteria

- All written work should include a clear learning intention or title.
- Learning intentions and success criteria may be introduced at the start or an appropriate point in the lesson.
- Pupils should have opportunities to discuss, edit, self-assess, reason, and peer-assess to deepen understanding.

Marking Conventions

- Teachers use a consistent marking colour.
- Teaching Assistants use green pen.
- Marking codes are used where pupils understand them.
- Teachers may also use personalised symbols that reinforce class routines (e.g., stars, stickers).
- Time should be provided for pupils to respond to feedback where this has not been part of the live marking or verbal feedback process.
- Verbal explanations should accompany any written comment a child cannot yet read independently.

Targets

- Targets in reading, writing, and maths are ongoing and regularly shared with pupils.
- Teachers monitor evidence of pupils meeting their targets and note progress within assessment systems.
- KS1 pupils receive verbal explanation of target progress.
- KS2 pupils may receive verbal or brief written explanations where needed.

Peer and Self-Assessment

- Pupils are encouraged to engage in structured self and peer assessment when appropriate.
- Coloured pencils or crayons should be used to indicate pupil marking.
- Teacher review remains essential, though comments may not be required where learning has already been discussed.

Planning and Adaptive Teaching

- Medium-term planning should clearly outline learning intentions.
- Planning should be adapted in response to evidence gathered from ongoing assessment and feedback.
- Misconceptions identified through marking or feedback inform subsequent teaching.

Communication with Parents & Carers

Parents will be informed about our feedback and marking approaches during parent meetings, reports, and transition events.

Supply Staff & New Staff

All staff, including supply teachers, will be directed to this policy upon arrival at the school for the first time to ensure consistency and continuity across year groups and key stages.

Equal Opportunities

All pupils—regardless of race, gender, background, or ability—are entitled to high-quality, constructive feedback. Feedback is adapted to pupils' levels of language proficiency and understanding. Pupils with SEND may receive more personalised feedback linked to specific targets.

Special Educational Needs

Feedback for pupils with SEND aligns with individual needs and may include verbal prompts, scaffolded guidance, or step-by-step targets. Assessment is used to identify whether progress is within expected ranges, and adaptive teaching responds sensitively to any emerging needs.

Monitoring and Evaluation

The effectiveness of feedback will be monitored through a combination of the following:

- Learning walks
- Lesson observations
- Book looks/work scrutiny

- Pupil voice
- Assessment and progress analysis

Review of Policy

The policy will be reviewed every two years by the Governing Body. Updates will be made in line with statutory expectations, current research, and feedback from monitoring processes.









Last updated: February 2026

Next Review: Spring 1 2028

***Marking code below**

Marking Code

The marking code incorporates minimal, clear symbols and highlighting strategies (appendix). Age-appropriate additions may be used in different phases

Annotation	Meaning
	Incorrect spelling. This will be used selectively when marking work, focussing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. In KS1 this will be accompanied by the corrected spelling. In KS2, pupils may be expected to find the correct spelling using a dictionary (with support where needed) and repeat the spelling between 3 and 5 times for consolidation.
VF/Stamp	Verbal Feedback or Oral Feedback
	Independent (only used for pupils with SEN where assumptions or support is made)
	Punctuation mistake
//	New paragraph needed here
^	Missing word
	Indicates a missing capital letter or incorrect use of a capital letter.
? or 	Doesn't make sense
	Circle around a word, letter or empty space shows omitted words, punctuation or it doesn't make sense
*	Improvements suggested at this point or a challenge set at this point
Check	Editing required to meet learning intention
Challenge	Extension activity
Chat	Discussion with the teacher is needed
	Indication of where a child has specifically been supported inclusive of how.
	Finger space (KS1 specific)

Should include follow up marking/feedback