

Gillamoor CE Primary School



Marking and Feedback Policy

Ratified by Governors: October 2025

Review Date: October 2027

Marking and Feedback Policy

Purpose

This policy outlines our approach to marking and feedback to ensure it is purposeful, consistent, and supports pupil progress. It is informed by educational research, including the Education Endowment Foundation (EEF), which highlights that effective feedback is one of the most impactful strategies for improving learning outcomes.

Core Principles

- **Timely and specific feedback** improves pupil understanding and progress.
- **Live marking** is the most effective form of feedback, allowing immediate support and correction.
- **Marking should be manageable, meaningful, and motivating** for both staff and pupils.
- **Pupil involvement in the feedback process** enhances ownership of learning.

Marking Expectations

1. Live Marking

- Teachers and support staff will prioritise **live marking during lessons**, especially in core subjects.
- Pupils receive immediate feedback, allowing them to correct misconceptions and improve work in real time.
- Teachers will use **green pen** to indicate feedback, corrections, and prompts.
- Pupils will respond using **purple pen**, showing edits, improvements, or answers to teacher questions. In the Infants the responses will be recorded in pencil.

2. Post-Lesson Marking

- Where live marking is not possible, teachers will mark work using **green pen**.
- Feedback will be focused on:
 - Successes linked to the learning objective.
 - Use of codes or symbols where appropriate (e.g., VF for verbal feedback, SP for spelling).

3. Pupil Response

- Pupils are expected to respond to feedback using **purple pen**.
- Time will be built into lessons for pupils to reflect and act on feedback.

Types of Feedback

Type of Feedback	Description
Verbal Feedback (VF) (🗨️)	Given during the lesson; noted in books if significant.
Written Feedback	Green pen comments or prompts for improvement.
Self/Peer Assessment	Pupils use success criteria to assess their own or a peer's work with a highlighter.
Whole-Class Feedback	Used to address common misconceptions or celebrate successes.
G	Guided piece of work
I	Independent piece of work
S	Supported piece of work

Monitoring and Consistency

- HT will monitor marking and feedback through book looks and learning walks.
- Staff will receive CPD on effective feedback strategies.
- Consistency across classes will be supported through shared expectations and moderation.

Impact Measurement

- Pupil progress will be tracked through formative assessment and book scrutiny.
- Feedback will be evaluated for its effectiveness in improving outcomes.