

NEWLANDS PRIMARY ACADEMY



Feedback Policy

September 2025

Revised by School	September 2025
Responsible Person	Deputy Headteacher
Responsible Committee	Full Governing Body
Ratified by GB	September 2025
Next Review	Autumn 2026



Marking and Feedback Policy Rationale

‘Feedback is one of the most powerful influences on learning and achievement’ (Hattie and Timperley 2007)

‘Feedback plays a central role on securing student’s learning, supporting them how to deepen their knowledge and understanding or improve their performance’ (Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

‘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 crucial to the success of children. It 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/teaching assistant. 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 weaknesses.

For feedback to be effective John Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils’ prior knowledge, and to provide logical connections
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Marking and Feedback at Newlands Primary Academy

At Newlands, we believe that the process of marking and offering incisive feedback should be mainly provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed. See appendix ii for scaffolding on feedback prompts.

Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning. See appendix iii for peer assessment guidelines.

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. Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a questions that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

Marking	Purpose
Marking in the Moment	Intervention marking within the lesson 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.
Improvement Marking	Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.
Self-assessment and peer assessment	Autonomy is given to the children. Success criteria is used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. Teachers will acknowledge the marking completed by the children.
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. Strategies for self-regulation should be explicitly taught to enable children to identify their own mistakes and correct accordingly.

Agreed Consistencies - Marking

At Newlands Primary Academy, the 'In the Moment' marking approach is adopted to enable all children to receive effective and instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging resilience, striving for accuracy and children’s learning efforts. Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children’s work. Marking in the moment in the forms of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

When Marking ‘In the Moment’
Date and titles are checked and children are given the opportunity to correct if copied incorrectly.
Marking is focused upon lesson objectives and success criteria.
Verbal feedback to children will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding.
Marking is to be done in clear, legible handwriting using the schools handwriting policy.
Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson.

Across all lessons, there should be a greater emphasis on ‘In the Moment’ marking, however sometimes, for whatever reason staff will be unable to mark in the moment. The outcomes from these lessons should still be reviewed and marked.

When staff have been unable to Mark ‘In the Moment’ All learning will be acknowledged in full
Dates and titles should be checked to ensure that habitual errors are not being made.
The content of the learning should all be read in detail and checked against the lesson objectives and success criteria for accuracy.
A short written acknowledgement e.g. Super effort or a sticker/house point (where appropriate) and a tick or a self or peer assessment will acknowledge the children’s learning efforts and outcomes in their books.
Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be used to plan future lessons accordingly.

Marking of Specific subjects

Marking of Mathematics	<ul style="list-style-type: none"> • All pupil calculations are to be marked with a greater emphasis on effective ‘In the Moment’ marking and opportunities for self-marking across lessons. • Where an answer is incorrect, children must be given time to find the mistakes in their calculation and correct this themselves. • Incorrect calculations should not be rubbed out. • 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. • Where children have no errors they should be asked to complete a next step in order to deepen understanding. • The children will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Children should be encouraged to self-correct calculations when errors have been identified
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- The children will be given opportunities, when and where appropriate, to use a calculator to check their calculations.
- Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.
- Any evidence of errors/slips listed in the 'Everlasting Success Criteria for Maths' should always be addressed and the pupil given time to review the mistake.

Everlasting Success Criteria for Maths

Year R	<p>I will...</p> <ul style="list-style-type: none"> - write my numbers the correct way round. - listen to the instructions carefully. - use a range of different concrete resources.
Year 1	<p>I will...</p> <ul style="list-style-type: none"> - write 1 digit per square. - write my numbers the correct way round. - listen to the instructions carefully. - use a range of different concrete resources.
Year 2	<p>I will...</p> <ul style="list-style-type: none"> - write 1 digit or symbol in each square. - write my numbers the correct way around. - read the question or problem carefully. - use full sentences when explaining an answer. - check my answers make sense.
Year 3	<p>I will...</p> <ul style="list-style-type: none"> - write 1 digit and symbol per square. - write my numbers the correct way around. - read the question or problem carefully. - check my answers make sense. - use full sentences when explaining an answer.
Year 4	<p>I will...</p> <ul style="list-style-type: none"> - write 'Can I' and short date neatly. - write 1 digit and symbol per square. - write my numbers the correct way around. - stick any sheets in neatly. - read the question or problem carefully. - show my working out in my book (not on the sheet). - check my answers make sense. - explain reasoning using 'because' in a full sentence. - edit my work and respond to feedback using purple pen.
Year 5	<p>I will...</p> <ul style="list-style-type: none"> - write 'Can I' and short date neatly. - write 1 digit and symbol per square. - form my numbers clearly. - stick any sheets straight, using the lines as guides.

	<ul style="list-style-type: none"> - read the question or problem carefully, note key information. - show my working out in my book (not on the sheet). - check my answers make sense and that I have completed all steps. - explain and justify (because) reasoning with correct terminology. - edit my work and respond to feedback using purple pen.
Year 6	<p>I will...</p> <ul style="list-style-type: none"> - write 'Can I' and short date neatly. - write 1 digit and symbol per square. - form my numbers clearly. - stick any sheets straight, using the lines as guides. - read the question or problem carefully, note key information. - show my working out in my book using an efficient method (not on the sheet). - check my answers make sense and that I have completed all steps. - explain and justify reasoning with examples and correct terminology. - edit my work and respond to feedback using purple pen.

<p>Marking of English and Extended Writing</p>	<p>When marking learning in English, staff are expected to mark in detail one paragraph or several questions of the children's learning and then check the remainder</p> <ul style="list-style-type: none"> • In KS1, common exception or subject specific misspelt words will be underlined and the correct spelling will be written above the word. Between 2/3 spellings should be identified by the teacher and/or additional adult to be written at the bottom of the children's work for the child to rewrite. • In KS2, misspelt words will be underlined (including homophones e.g. there/their/they're). Children will be expected to find the correct spelling of the misspelt words themselves. This may be done in the lesson or children will be provided time to do it before the start of the next lesson • In EYFS and KS1 and where children have an identified special educational need, all staff to mark spellings in accordance to children's phonetic stage. • Where there are inaccuracies in grammar e.g. was/were confusion, the mistake will be identified by being underlined and corrected in line with spellings. • Where punctuation is missing, a circle will be used to indicate that something is missing and the children will be asked to check their work to identify the missing punctuation for their whole piece of work. • Where teachers would like a child to improve a sentences or short paragraph in order to move learning forward, a sentence may be underlined or a * will be added in the margin next to the section of work to be improved, then a line will be drawn or * added at the bottom of the children work, the children will then be given verbal instructions about what they need to edit and/or improve. • Where children are self or peer assessing, they should be encouraged to mark a paragraph in line with the policy for teachers (this will then be checked by the teacher for accuracy) and then a self or peer assessment will be made. • All self or peer assessment will be done in purple pen. • In Extended Writing, the final week of a genre will be a self or peer mark, children will be asked to mark one paragraph in line with teachers and use a
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variety of self or peer assessment criteria provided by staff to mark against and then reviewed by the teacher/teaching assistant.

Everlasting Success Criteria for English

Reception	<p>The success criteria will be displayed on the wall and pictorial versions will be on tables in all writing lessons.</p> <p>I will...</p> <ul style="list-style-type: none"> - remember capital letters - use full stops - use finger spaces between words - use phonic knowledge to sound out words - keep my letters on the line - read my writing to check it says what I wanted it to
Year 1 and 2	<p>The success criteria will be displayed on the wall in all rooms.</p> <p>Every time I write I will ...</p> <ul style="list-style-type: none"> - start sentences and names with a capital letter - put spaces between words - use correct punctuation - read my sentence to check that it makes sense - use my phonic knowledge and words around the room to check spellings - write neatly so that others can read what I have written
Year 3	<p>Every time I write I will...</p> <ul style="list-style-type: none"> - use capital letters correctly - use finger spaces between words - use full stops - use my spelling and phonics knowledge - use correct punctuation - check my writing makes sense - use neat handwriting (correct size, on the line, correct letter formation)
Year 4	<p>I will...</p> <ul style="list-style-type: none"> - write the long date and 'Can I' accurately and neatly - stick any sheets in neatly before writing on it - start my writing at the margin - use capital letters and full stops correctly - use neat handwriting (correct size, on the line, correct letter formation) - read my work back to myself to check my writing makes - check spelling using a dictionary, grow the code chart or a word mat - edit my work with a purple polishing pen
Year 5	<p>I will...</p> <ul style="list-style-type: none"> - write the long date and 'Can I' accurately and neatly - stick worksheets in straight, using the lines as guides - start my writing next to the margin and keep my writing on the line - ensure my punctuation and capital letters are accurate and my letter formation is the correct size - check spelling using a dictionary, grow the code chart or a word mat - use word banks/working walls/thesaurus to support my writing choices

	<ul style="list-style-type: none"> - read my work back to myself to check my writing makes - check my writing to ensure I have followed the lesson's Success Criteria as well as the Everlasting Success Criteria - edit and respond to feedback in purple pen
Year 6	<p>I will...</p> <ul style="list-style-type: none"> - try my hardest - write in pen, joining my handwriting and ensuring neat presentation - use the working wall/word banks to support writing - ensure basic punctuation and capital letters are accurate - use a comma after a fronted adverbial - remember to use apostrophes to show contraction and possession - only use contractions in informal speech - write "have" not "of" after modal verbs, eg. "I could have" - check homophones are spelled correctly - use spelling mats and dictionaries - check my writing to ensure I have followed the lesson's Success Criteria as well as the Everlasting Success Criteria - edit my work and respond to feedback using purple pen

Marking of All foundation subjects	<ul style="list-style-type: none"> • Staff should ensure effective intervention marking in the moment and give verbal feedback in order to deepen children's understanding during the learning. • All subjects will be marked in line with extended writing marking expectations. • In PE, feedback to children will be verbal and criteria assessed next to learning targets by whoever is leading the children's PE sessions to inform future planning and assess levels of attainment. • Feedback in art and design will be verbal and criteria assessed next to learning targets by whoever is leading the children's art sessions to inform future planning and assess levels of attainment. • Post it notes can be used to provide feedback that can be put with the child's work
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Edit and Improve Time

From year 2, time each week or lesson will be dedicated to the children editing or improving their own work. Teachers will develop the children's ability to become independent learners, self-scaffold and give them autonomy in developing and improving their work.

This lesson can be used in a variety of ways:-

- 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 a piece of work 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 and the children are given quality time in order to have the opportunity to show this in their work
- Children use the success criteria from the lesson to improve a piece of work at another time during the week where the children can focus on being the reader rather than the writer.
- The children can work independently or with a partner to edit and improve their own or the work of their peer. It is important that when children are asked to edit and improve their work they read their work aloud.

The children read their work aloud primarily to 'listen' to it – to hear how it sounds, whether it flows, it also allows them to 'look' carefully to see if there any obvious mistakes – such as words omitted or mis-spellings.

Role of Other Adults Supporting Marking and Feedback

All staff in the classroom are expected to mark in the moment, this will support children in receiving immediate feedback which they can respond to.

Verbal feedback and dialogue should be embedded within every session. It should be specific to the lesson specific success criteria and the everlasting success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward.

Every pupil should receive verbal feedback on a regular basis. Children should be encouraged to review their own or another child's work, and the teacher will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.

In addition, the children could indicate where they think a particular learning objective has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular learning objective has been met. Voiced remarks regarding general points, such as common mistakes or setting out, to the whole class or group should be shared.

Special Educational Needs and Disabilities

When marking the work of children with Special Educational Needs and Disabilities, we take into account 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 differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers. Reasonable adjustments will be made so that every SEND child can fully access their curriculum and will be given feedback appropriate to their learning.

Appendix I - Agreed marking symbols

Early Years

Work is annotated and indicates support given – **I** for independent and **S** for supported. Next steps indicated on planning.

YR onwards

Symbol	Meaning
Green pen	When marking any work all adults should use a green pen.
Purple pen	Children should use a purple pen to edit, improve, proof-read and respond to feedback
_____ and/or Sp	Spelling needs correcting. (KS1 the correct spelling should be above by the adult and written at the bottom of the children's work for the child to rewrite. In KS2 the children will be expected to find the correct spelling of the misspelt words themselves)
VF	When verbal feedback is given.
HP	House Point
//	New paragraph needed here
^	Missing word or phrase
Initials	To acknowledge the work has been seen, assessed and next steps considered or communicated

Appendix ii- Feedback prompts

- Reminder prompts (what else could you say here?)
- Scaffold prompts (what was the dragon's tail doing?)
- Example prompts (choose one of these or your own, then give 2 or 3 choices)

REMINDER PROMPTS

Remind the pupil of the objective (A reminder prompt is most suitable for able children):

- *remember to... say why you thought this... – linked to success criteria*
- *Say more about how you feel about this person.*
- *Explain why you think this...*

SCAFFOLD PROMPTS

Ask questions that will specifically encourage the pupil to meet the objective, extend their understanding, and improve their work. A scaffold prompt scaffolds the learning for children who need more support than a simple reminder.

- A Question - Can you explain why?
- A specific focusing question ... "What's the giant going to do?" "What did the troll do when he was scared?"
- A specific focusing directive "we could say she has yellow hair and wears...."
- Please check your answers by...
- An Unfinished Sentence - The colours in the flag are...
- Open-ended question/invitation... "Anything else? How can you end your story?"
- Begin a sentence for a pupil to finish
- Write a cloze type sentence for the pupil to add to e.g. The _____ was shining brightly.
- Bullet point the necessary additions
 - *'Can you describe how this person is a 'good friend'?'*
 - *'Describe something that happened that showed they are a good friend.'*

EXAMPLE PROMPTS

Give a couple of example sentences for the pupil to choose from e.g.

Choose one of these or use one of your own:

- *He couldn't believe his eyes!*
- *He ran around in circles looking for the rabbit, feeling very confused*
- *He is a good friend because he never says unkind things about me*

Appendix iii – Peer Assessment

Our Agreement on Marking Partnerships

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

Examples peer marking

- Find one word you really like and underline it.
- Identify three places where you think your partner has done this well and read them to your partner.
- Decide with your partner which of the success criteria have been successful and which one needs further help.
- Find one place where you think there could be improvement. Write down an improvement under the work.

Many strategies for self/peer assessment link closely to teacher marking and include:

- Use of success criteria
- Target setting
- Personal review against the learning objectives
- Pupil reviews against learning progression statements
- 2 stars and a wish
- Thumbs up/down