Marking and Feedback Policy 2025/26

Research

Research into effective marking and feedback informs our school policy by emphasizing practices that genuinely enhance pupil learning while reducing unnecessary teacher workload. According to the Education Endowment Foundation (EEF), feedback is most impactful when it is specific, actionable, and focused on the task or learning process rather than the learner personally. Their studies show that oral feedback tends to have a slightly higher impact than written marking, and that feedback should be timely and varied, not overly prescriptive in frequency or format. Their research supports schools advocating for marking that is **meaningful, manageable, and motivating**, and stresses that written feedback should be purposeful and not excessive, as extensive marking has shown limited impact on pupil progress. Research from Winne and Butler explains that feedback must be rooted in high-quality instruction and formative assessment, closing the gap between was is understood and what is aimed to be understood, these findings inform our marking and feedback policy. This policy has been designed in collaboration with teachers to prioritize pupil progress by reducing error and strengthening skills, and is an evidence-informed approaches that supports both learning and wellbeing.

Purpose:

- Feedback is information given to the learner about their performance relative to learning goals or outcomes.
- Its purpose is to **reduce errors and strengthen skills.**
- Feedback must be **meaningful, manageable and motivating.**
- Feedback is only effective if pupils engage with it and **act upon it** through verbal interaction with the adult or it is task driven.
- Feedback will attribute why a pupil has been successful so they can repeat it in the future and be motivated to succeed.

- **Align** approaches in feedback across the school so that over time skills are strengthened and errors are reduced.

In books we expect to see:

- Reading, Writing and Maths books being **seen** by the teacher **either in class or after the lesson** each day to ascertain the correct starting points, gaps and scaffolds required for the next lesson. All pieces of work will have a mark/tick/T/TA to indicate the teacher has seen it.
- Evidence of verbal feedback.
- Basic grammar, punctuation and spelling mistakes being addressed (particularly subject specific vocabulary such as place names in geography)
- Peer marking and feedback as well as some self-assessment against a set criteria for independent writing.
- The use of the pupil support scale when needed.
- Work stuck in books when children are absent or taken for intervention which is clearly labelled 'absent' or 'intervention'.
- Adults using pink and green marking pens and highlighters.
- Children using pencil/pen and responding in purple pen.

Consider:

- Can the pupil use the feedback I have given **to improve or understand** more?
- Have I explicitly modelled and taught my pupils how to **give and receive feedback**?
- Is my classroom a place where children learn and know how to **embrace feedback**?
- **Does my marking reduce errors and strengthen skills?**

	Reading	Writing	Maths	Wider Curriculum
Why?	Marking and feedback in reading should: • Make pupils aware of mistakes/misconceptions. • Reduce errors. • Strengthen reading skills. • Encourage deeper thinking.	Marking and feedback in writing should: • Make pupils aware of mistakes/misconceptions. • Reduce errors • Strengthen writing skills. • Help the children see themselves as writers.	Marking and feedback in maths should: • Make pupils aware of mistakes/misconceptions. • Reduce errors • Strengthen maths skills. • identify areas of learning that may need to be revisited or retaught. • close gaps to ensure children can 'keep up' in lessons • Encourage secure fluency in skills before attempting problem solving and reasoning.	Marking and feedback in the wider curriculum should help pupils to: • Make pupils aware of mistakes/misconceptions. • Reduce errors • Strengthen subject skills. • Extend their thinking. • build clarity within their answers.
How? **(priority order)**	— see below			

How? (priority order)

1. **Live marking**

Mark tasks during the lesson, where possible, to provide immediate feedback using **support scale** and **marking symbols**. Provide guiding feedback where possible to help students understand their errors and encourage self-correction. Basic grammar, punctuation and spelling (subject specific) mistakes being addressed in all subjects. Pupils to respond to errors in **purple pen.**

N.B. In Maths, where there are obvious skill deficits in the fluency phase children should be given more opportunities to complete fluency questions before moving on to problem solving and reasoning.

2. **Mix of Six**

To ensure that every child can make progress through effective marking and feedback, we will **mark and feedback** six books per day for Reading, Writing and Maths. Feedback will focus on strengthening the skill and will extend pupils learning and thinking. Children will be given time to respond to this as soon as possible. Teachers to ensure a mix of pupils (PP, SEN, Girls, Boys, Bottom 20%)

3. **Summary**

This will take place at the end of the lesson or activity. Summary feedback can be achieved in the following ways:

• Follow up – mini-practice sessions the next day
• Reteach – group or whole class
• Self-Assessment – use of success criteria or answer sheet to self-assess
• Peer-Assessment – use of success criteria or answer sheet to peer-assess
• Remember task or Flashback 5
• Future planning – use data from checks, reflect and reviews or books to inform lesson planning.

Independent writing:

• Assessed using KPI's
• Purple teacher and self-assessment slips used (year 2 and up)
• Areas of success criteria 'pinked and ticked' by teacher in books

What?	READING	WRITING	MATHS	WIDER CURRICULUM
Examples	**Be specific.** Modelling, correction, identify errors, focus on skill, basic writing skills **Prompt deeper thinking** 'How might …?' **Link thinking to develop schema** 'Think back to…' **Sentence stems for written feedback** • Tell me more about… • What did you think when… • Why do you think … • What made you think… Why will ….	**Be specific.** Modelling, correction, identify errors, focus on skill **Prompt deeper thinking** 'How could you…?' **Link thinking to develop schema** 'Think back to…' **Sentence stems for written feedback** • How could you… • Edit X so that… • Tell me the effect of… • How did you… • Why did you use…	**Be specific.** Modelling, correction, identify errors, focus on skill, basic writing skills **Prompt deeper thinking** – reason and justify 'How do you know…' 'Prove it!' **Link thinking to develop schema** 'Show me in a different way …' 'Show me a different visual representation of…' **Sentence stems for written feedback** • How did you solve it… • What did you notice… • How do you know… • What would happen if… • What mistake has been made…	**Be specific.** Identify basic errors, focus on skill/knowledge **Prompt deeper thinking** – reason and justify 'How would a historian/geographer etc…' **Link thinking to develop schema** 'Think back to…' 'How does this link to…' **Sentence stems for written feedback** • Explain why you think… • How can you prove this… • Tell me how you know X is true • What does the evidence tell you… If X changed what would be the impact…

Codes and Support Scales

- Visual images to support our pupils, and to reduce the need for written comments, are also used.
- Teachers will make their symbols clear so that pupils understand them and will display them in the classroom for children to refer to.
- Teachers will use codes to identify what form of support or feedback each pupil has been given during the lesson. The codes used and the feedback is based on the Pupil Support Scale
    - SS1-Correcting (Pupils require intensive support)
    - SS2-Modelling (Pupils require substantial support)
    - SS3-Clueing (Pupils require moderate support)
    - SS4-Prompting (Pupils require some support)
    - SS5-Self-Scaffolding (Pupil self-supporting with given reasons)
    - SS6-Independence – if a piece of work is not marked with an SS code it is assumed to be independent. Teachers are NOT required to write SS6 for each independent piece but may use it to indicate a part of the learning that has been completed independently following feedback.

Cc	Capital letter error *Missing or in the wrong place.* Summer term of Year 1 onwards	T	Check tense Year 3 onwards
P (circled)	Punctuation missing *Used for all taught punctuation marks.* Summer term of Year 1 onwards	(thought cloud)	Think about… *Redirect to LI focus* Year 3 onwards
SP (circled)	Incorrect spelling Year 2 onwards	//	New paragraph Year 3 onwards
FS	Finger space needed Year 2 onwards	sock (with sound buttons)	Sound buttons Year 2 onwards
+	Extend sentence or add more detail Year 3 onwards	∧	Missing word Year 3 onwards

1	2	3	4	5	6
Correcting	**Modelling**	**Clueing**	**Prompting**	**Self-Scaffolding**	**Independence**
Pupil requires intensive support	Pupil requires substantial support	Pupil requires moderate support	Pupil requires some support	Pupil self-supporting with given resources	Pupil requires no support
Pupil demonstrating Lesson objective can only be achieved with total support The pupil is unable to initiate any independent thinking. The pupil is unable to draw upon prior learning or knowledge.	**Pupil demonstrating** needing constant • Verbal reminders • Visual reminders • Prompted reminders • Model and do Pupil needs tasks to be broken down for session Pupil actively watches and listens, then tries step for themselves	**Pupil demonstrating** Pupil needs their attention drawn to a particular rule or strategy Pupil needs to be taken back a few steps as a structured reminder	**Pupil demonstrating** Pupil needs metacognitive support and encouragement • "What do you need to do first?" • "What's your plan?" • "You can do this!" Pupil has a visual reminder and uses it independently	**Pupil demonstrating** Lesson objectives can be achieved with no support Pupil needs **no** • Prompts • Cues • Reminders	**Pupil demonstrating** Pupil demonstrates spontaneous use of skills required inside and outside of attention focused sessions, paired learning or independent tasks
Pupil is supported by • Being shown answers • Being told answers • Copying answers • Repeating answers verbalised by support	**Pupil is supported by** • A Choice of two answers • A form of cue articulation • A correct answer or response and a different example • A Sign, symbol or visual • Closed questioning	**Pupil is supported by** Retrieval of key information through • A small clue • Closed and open questioning • More discreet visual or verbal prompting • Scaffolding support, word bank, task board, working wall	**Pupil is supported by** • Refocus of attention • Encouragement • A retrieval strategy • Reminder of a self-help strategy	**Pupil is supported by** • TA observing • Giving processing time • Working walls and directed by staff to self-help strategies	

SEND

Marking and feedback for pupils with Special Educational Needs and Disabilities (SEND) must be tailored
to individual needs, with a focus on clarity, encouragement, and accessibility. Feedback should be delivered through a range of methods including: Verbal feedback
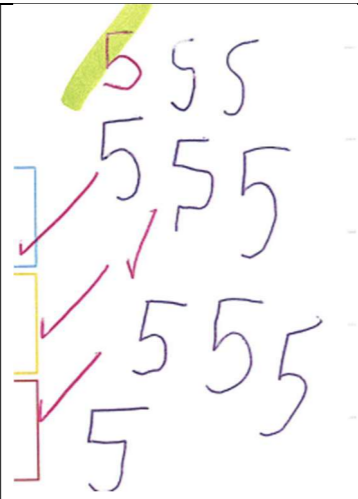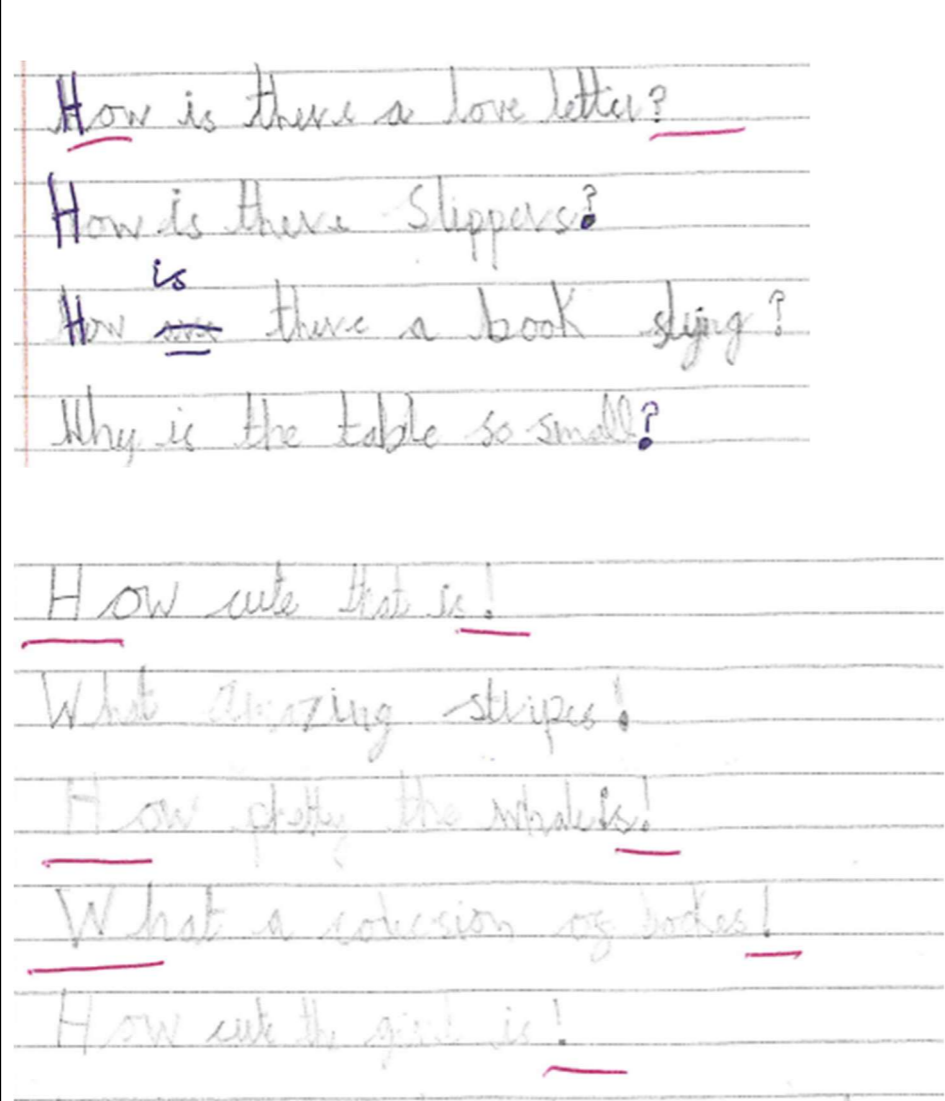- Visual supports, such as the use of assistive technology
- 1:1 feedback with a trusted or key adult

Teachers must know each pupil well and adapt their approach accordingly. Careful pairing for peer-assessment will be made by teachers to support effective communication and learning. Where marking and feedback are identified as triggers, this must be clearly outlined in the pupil's passport along with strategies to support the pupil. To ensure consistency and inclusion reasonable adjustments to this policy will be made on an individual basis for pupils with SEND.

Feedback and Hillbourne's Pedagogical Approach

Feedback is embedded throughout the learning sequence as a vital component of our pedagogical approach, particularly through our **"Remember and Check"** and **"Reflect and Review"** tasks. These activities serve as formative assessment tools that align with principles of **Assessment for Learning (AfL)**, enabling both teachers and pupils to identify gaps in understanding and celebrate progress. "Remember and Check" tasks provide immediate feedback by revisiting prior learning, allowing children to consolidate knowledge and correct misconceptions in real time. Meanwhile, "Reflect and Review" encourages metacognition—prompting pupils to evaluate their own learning and articulate next steps, which supports deeper engagement and ownership of progress. According to the **Education Endowment Foundation (EEF)**, effective feedback can lead to an average of **+6 months of additional progress** when it is timely, specific, and actionable. By integrating these strategies into our daily practice, Hillbourne ensures that feedback is not a one-off event but a continuous dialogue that informs teaching and empowers learners to move forward confidently.

Examples of effective marking and feedback for reduction of error and strengthening of skills

Error reduction		Number formation corrected and VF code used. Immediate feedback in the lesson with opportunities for modelling and guided practice. Error reduced in all subsequent pieces of work.
Error reduction		First example - pupil demonstrating errors in use of capital letters. Marking code used for capital letters. Pupil has had time to respond and change in purple pen. Second error reduced.

Skill strengthening		Teacher has identified skill deficit – improvement in just 1 day.
	0 1 2 3 4 5 0 1 2 3 4 5 O 1 M Y Y P 1 2 3 4 5	
	"Can you, hear me?" said Hunter. "Yes, I can hear you." said Lexi. "What a amazing place this is." said Alfie. Dads read for me this for for me. said the little Hit. "I will read it with pleasure. said dad.	Use of inverted commas not secure initially. Teacher used VF marking code and SS4. Following day - use of inverted commas secure – independent work.

Skill Strengthening	
2. Hudson castle was transported to America. *[how]* 3. Grandpa was given a new lease of life after Grandma died by offered at ✓ transform into school× told story's about Grandma and to drink black current 4 They travel to new York. 2. Hudson castle was transported to America ~~stone by st~~ stone by stone on a ship.	Pupil prompted by teacher comment 'how' to improve answer. Pupil given time in the lesson to improve answer after live feedback.

Verbal feedback scripts – Key Stage 1

Reading	Writing	Maths	Other curriculum areas
1. Decoding (Phonics and Word Recognition) "I noticed you used your phonics to sound out that tricky word. You spotted the 'sh' sound at the beginning. Let's try blending it again together to make sure it sounds right in the sentence."	**1. Transcription – Spelling** "You've had a good go at spelling that word — I can see you've used your phonics. Let's check it together. What sounds can you hear? Can you spot any tricky parts that don't follow the usual rules?"	**1. Number Sense (Counting and Place Value)** "You counted really carefully. Now let's check: did you remember to start from zero? Can you count backwards too? Let's try it together."	**Geography** "You've found the country on the map. Can you tell me what makes it different from where we live? Let's look at the climate or landmarks to compare."
2. Fluency (Pace, Expression, and Accuracy) "You're reading with a lovely steady pace. Now let's try reading that sentence again with a bit more expression — how do you think the character is feeling here? Can you show that with your voice?"	**2. Transcription – Handwriting** "Your letters are sitting nicely on the line. Let's look at your 'g' and 'y' — can you remember where their tails should go? Let's practise one together."	**2. Calculation – Addition and Subtraction** "You've chosen to add — that's a good strategy! Let's check your working. Did you remember to count on from the bigger number? Can you show me how you did it with your fingers or a number line?"	**History** "You remembered when the Great Fire of London happened. Can you tell me why it spread so quickly? Let's think about the houses and streets back then."
3. Vocabulary Understanding "Great job noticing that new word! 'Gigantic' means really big — even bigger than 'big' or 'huge'. Can you think of another word that means something similar? Let's use it in a sentence together."	**3. Composition – Sentence Construction** "That's a great idea for your sentence! Now let's check — does it have a capital letter at the start and a full stop at the end? Can you read it back to see if it makes sense?"	**3. Calculation – Multiplication and Division (Early Concepts)** "You've grouped the counters really well — that's just like multiplying! How many groups did you make? Let's count them together to check your answer."	**French** "You said 'bonjour' beautifully! Now let's try saying it in a full sentence. Can you tell me your name in French too? Let's practise together."
4. Comprehension (Literal Understanding) "You remembered what happened in the story so far. Now, can you tell me why the character went into the forest? Let's look back at the text to find a clue."	**4. Composition – Vocabulary Choice** "I love that you used the word 'happy' — can we think of a word that's even more exciting or descriptive? What about 'joyful' or 'excited'? Let's try swapping it in."	**4. Reasoning and Explaining Thinking** "I like how you explained your answer. Can you tell me why you chose that method? What would happen if we tried a different way — would we get the same answer?"	**Religious Education (RE)** "You've listened really carefully to the story. Can you tell me what the message was? How do you think the people in the story felt, and why?"
5. Inference (Reading Between the Lines) "You said the character might be scared — I think you're right! What made you think that? Let's look at the words or pictures that helped you figure it out."	**5. Composition – Structure and Sequencing** "You've written lots of interesting things! Let's check the order — what happened first? Can you use 'first', 'next', and 'finally' to help your reader follow your story?"	**5. Problem Solving** "You've made a great start solving this problem. What do we know already? What's the question asking us to find out? Let's break it into smaller steps together."	**PSHE (Personal, Social, Health and Economic Education)** "You shared your idea really kindly — thank you! Can you tell me how we can help someone who feels left out? What would you do if that happened in our class?"
6. Sequencing and Retelling "You've remembered lots of parts of the story. Let's check — what happened first? And what came next? Can you use 'first', 'then', and 'finally' to help you retell it?"	**6. Editing – Checking for Sense** "Let's read your sentence together. Does it sound right? Is there a word missing or one that needs changing? What could you do to make it clearer?"	**6. Shape, Space and Measures** "You spotted that the shape has four sides — well done! Can you tell me if they're all the same length? What does that tell us about the shape?"	**Art** "I love how you've used colour in your picture! Can you tell me why you chose those colours? What feeling or idea were you trying to show?"
7. Prediction "You made a great guess about what might happen next. What clues did you use from the	**7. Editing – Improving Detail** "You've written 'The dog ran.' That's a great start! Can you add more detail? What kind of dog was it? Where did it run? Let's improve that sentence together."	**7. Checking and Editing Work** "You've finished your work — brilliant effort! Now let's be maths detectives and check it. Did you use the right operation? Can you spot any numbers that might need fixing?"	**Design and Technology (DT)** "You've worked really carefully - great job! Can you tell me what your design is meant to do? Is there anything you'd change to make it even better?"
	8. Grammar and Punctuation		

story or pictures? Let's see if your prediction was right as we read on."	"You've used a capital letter — brilliant! Now let's check your punctuation. Did you remember a full stop? What about a question mark if someone is asking something?"	**8. Using Mathematical Vocabulary** "You used the word 'more than' — that's great maths language! Can you explain your answer using 'greater than' or 'less than'? Let's try saying it together."	

Verbal feedback scripts – Key Stage 2

Reading	Writing	Maths	Other curriculum subjects
1. Decoding and Word Recognition "You used your phonics knowledge really well to tackle that unfamiliar word — great effort! Let's check if it makes sense in the sentence. Can you try reading it again with fluency?"	**1. Transcription – Spelling** "You've had a good go at spelling that word — I can see you've thought about the sounds. Let's check if it follows a spelling rule we know. Can you spot a pattern or a tricky part?"	**1. Number and Place Value** "You've partitioned that number really well — great thinking! Can you explain how the value of each digit changes depending on its place? What would happen if we added another digit?"	**Geography** "You've identified the physical features really clearly — great job! Can you explain how those features affect the way people live in that area? What might be different if the climate changed?"
2. Fluency and Expression "You're reading smoothly and with good pace — well done! Now let's think about how the character is feeling. Can you use your voice to show that emotion as you read?"	**2. Transcription – Handwriting and Presentation** "Your writing is really clear — well done! Let's check your joins and spacing. Can you make sure your letters are consistent in size and sitting neatly on the line?"	**2. Calculation – Addition, Subtraction, Multiplication, Division** "You've chosen a method that works — well done! Can you explain why you used that strategy? Is there another way we could solve it that might be quicker or more efficient?"	**History** "You've made a great connection between events — well done! Can you explain why that event was important and how it changed things for people at the time?"
3. Vocabulary Development "You spotted a powerful word — 'gloomy'. Can you tell me what it means in this context? Let's think of another word that could fit here and talk about how it changes the mood."	**3. Composition – Sentence Structure and Variety** "That's a strong sentence! Now let's think — could you vary the sentence length or start it in a different way to make your writing more interesting?"	**3. Fractions, Decimals and Percentages** "You've made a good start with that fraction. Let's check — are the parts equal? Can you show me how you know it's equivalent to another fraction we've used before?"	**French (or Modern Foreign Languages)** "You've used the correct phrase — excellent! Now let's try saying it in a full sentence. Can you add a time or place to make it more detailed?"
4. Literal Comprehension "You've found the answer in the text — great searching! Can you show me where you found it? Let's read that part together and check it matches the question."	**4. Composition – Vocabulary and Word Choice** "You've used 'nice' — that works, but can we find a more precise or powerful word? What feeling or image are you trying to create for the reader?"	**4. Reasoning and Justifying** "You've got an answer — now let's think about *why* it's right. Can you explain your reasoning to a partner? What would you say if someone had a different answer?"	**Religious Education (RE)** "You've explained the belief really thoughtfully. Can you tell me how this belief might influence someone's choices or actions in everyday life?"
5. Inference "You made a clever inference — you guessed how the character felt even though it wasn't said directly. What clues helped you work that out? Let's look at the words or actions that gave you that idea."	**5. Composition – Paragraphing and Organisation** "You've got lots of great ideas here. Let's think about how to group them. Could you start a new paragraph when the topic changes or when a new event begins?"	**5. Problem Solving** "You've understood what the problem is asking — great! What's your plan to solve it? Can you break it into smaller steps and explain each one as you go?"	**PSHE (Personal, Social, Health and Economic Education)** "You've shared a really thoughtful idea — thank you! Can you explain how that choice might affect others? What could we do to make sure everyone feels included?"
6. Summarising "You've picked out the key events — brilliant! Can you now summarise the paragraph in one or two sentences? What's the most important thing the reader needs to know?"	**6. Grammar and Punctuation** "You've used a comma — great! Let's check if it's in the right place. What's the sentence trying to say, and how does the punctuation help the reader understand it?"	**6. Geometry (Shape, Position, Direction)** "You've identified the shape correctly — well done! Can you describe its properties using mathematical vocabulary? What makes it different from other shapes we've looked at?"	**Art** "You've used texture and colour really effectively — lovely work! Can you explain what mood or message you were trying to show through your choices?"
7. Prediction "You've made a thoughtful prediction — I like how you used clues from the story. What do you think might happen next, and why? Let's keep reading to see if you were right."	**7. Editing – Improving Clarity and Impact** "This sentence is nearly there — let's read it aloud. Does it say exactly what you mean? Is there a way to make it clearer or more powerful?" **8. Editing – Self-Checking and Proofreading**	**7. Measurement** "You've measured carefully — great job! Let's check the units. Are we using centimetres or millimetres? Why is it important to be accurate with our measurements?"	**Design and Technology (DT)** "Your design is creative and purposeful — well done! Can you explain how it works and what problem it solves? Is there anything you'd change to improve it?"

8. Author's Intent and Language Choices "You noticed the author used repetition — great observation! Why do you think they did that? What effect does it have on the reader?"	"You've finished your draft — brilliant effort! Now let's be editors. Can you check for spelling, punctuation, and sense? What's one thing you could improve before publishing?"	**8. Data Handling and Statistics** "You've created a clear chart — nice work! Can you tell me what the data shows? Is there anything surprising or interesting you can spot?"	
9. Comparing Texts or Characters "You've spotted a similarity between these two characters — well done! Can you explain how they're different too? Let's use evidence from both texts to support your ideas."		**9. Self-Checking and Editing** "You've finished your calculation — brilliant! Now let's check it. Can you estimate the answer first to see if it makes sense? What could you do if it doesn't match?"	