

Marking and Feedback Policy Statement

At Hunningley Primary Academy, we believe that feedback is one of the most powerful strategies for improving learning. Our approach prioritises high-quality, immediate feedback over extensive written marking. We recognise that feedback has the greatest impact when it happens during learning, enabling misconceptions to be identified, addressed and corrected before they become embedded.

Our feedback culture is built upon exceptionally high expectations. Every pupil, regardless of their starting point, background or need, is expected to achieve excellence through responsive teaching, deliberate practice and continuous improvement.

The impact of feedback is measured not by the amount written in books but by the improvement seen in pupils' understanding, confidence and future learning.

1. Purpose

This policy establishes a clear and consistent approach to marking and feedback across the school.

It aims to ensure that:

- Feedback improves learning and future performance.
- Misconceptions are identified and addressed quickly.
- Pupils become increasingly independent learners.
- High expectations are maintained for every pupil.
- Pupils with SEND and disadvantaged pupils receive responsive support.
- Staff workload remains manageable and focused on activities with the greatest impact on pupil outcomes.

2. Evidence Base

This policy is informed by the best available national evidence on effective feedback, including:

- Education Endowment Foundation (EEF) *Teacher Feedback to Improve Pupil Learning* (2021).
- EEF *Teaching and Learning Toolkit: Feedback*.
- EEF *Special Educational Needs in Mainstream Schools*.
- EEF *Making Best Use of Teaching Assistants*.
- EEF *Metacognition and Self-Regulated Learning*.

The policy reflects the EEF recommendations that effective feedback should:

- Be rooted in high-quality teaching.
- Identify and address misconceptions.
- Move learning forward.

- Enable pupils to act on feedback.
- Support pupils to become increasingly independent learners.
- Avoid unnecessary teacher workload through excessive written marking.

3. Our Principles

At Hunningley Primary Academy:

- Live feedback is the primary form of marking.
- Teachers and teaching assistants work alongside pupils to identify and address misconceptions immediately.
- Pupils are active participants in the feedback process.
- Written marking is purposeful and proportionate.
- Feedback informs teaching and ensures learning moves forward.
- Every adult shares responsibility for pupil progress.
- High expectations are non-negotiable for every pupil.

4. Our Evidence-Informed Commitments

High-Quality Teaching Comes First

The most effective feedback begins with excellent teaching. Clear explanations, careful modelling, checking for understanding and responsive questioning reduce the need for corrective feedback later.

Feedback Happens During Learning

Immediate verbal feedback is often more effective than delayed written feedback because misconceptions can be corrected before they become embedded.

Feedback Must Cause Thinking

Feedback is only effective when pupils think hard about it, respond to it and improve their work. Simply receiving comments does not improve learning; acting upon them does.

Feedback Improves Future Performance

The purpose of feedback is not simply to improve one piece of work but to improve future learning. Staff therefore look for evidence that pupils apply previous feedback independently over time.

5. Our Feedback Vision

We believe exceptional feedback should:

- Happen during learning whenever possible.
- Close gaps in understanding immediately.
- Prevent misconceptions becoming embedded.
- Promote independence rather than dependency.

- Increase challenge for pupils who are ready to move on.
- Provide additional support where needed.
- Celebrate excellence whilst maintaining ambition.
- Reduce unnecessary workload so teachers can focus on teaching.

The impact of feedback is measured through improved learning rather than the quantity of marking completed.

6. Live Marking and Responsive Feedback

Live marking is the expectation in every classroom.

Teachers and teaching assistants will:

- Circulate continuously during lessons.
- Review work as it is being completed.
- Identify misconceptions immediately.
- Intervene at the point of learning.
- Provide verbal feedback.
- Model correct methods where required.
- Ask probing questions.
- Extend learning through challenge.
- Adapt teaching in response to assessment.

Feedback should result in pupils:

- Correcting mistakes immediately.
- Improving their work.
- Explaining their thinking.
- Applying feedback independently.
- Demonstrating improved understanding in subsequent learning.

Where misconceptions affect several pupils, teachers will stop learning and reteach rather than allowing errors to continue.

7. Written Feedback and Pupil Response

Whilst live verbal feedback is the academy's primary approach, there will be occasions when written feedback adds value and supports learning.

To ensure consistency across the academy:

- Teachers and teaching assistants will provide written feedback, corrections and annotations using **green pen**.
- Pupils will respond to feedback, correct errors, edit work and polish learning using **blue pen**.

- Improvements made following feedback should be clearly identifiable.
- Pupils may be asked to revisit, refine, edit, redraft or extend learning in response to feedback.
- Written feedback should always move learning forward and never become a compliance exercise.

Written marking remains purposeful and proportionate. Extensive written comments are not expected where immediate verbal feedback would have greater impact.

8. The “Fix It Now” Approach

At Hunningley Primary Academy, mistakes are viewed as opportunities for learning.

Whenever possible, pupils will:

1. Stop
2. Reflect
3. Correct
4. Improve
5. Continue Learning

Adults will not routinely correct pupils' work for them. Instead, they will:

- Identify the misconception.
- Support pupils in understanding why it is incorrect.
- Guide pupils towards correcting it independently wherever possible.

Pupils are expected to demonstrate that learning has improved following feedback.

Where appropriate, corrections, refinements and improvements will be completed in **blue pen** so that learning over time can be easily identified.

9. Pupil Responsibility

Feedback only has impact when pupils act upon it.

All pupils are expected to:

- Listen carefully to feedback.
- Respond positively.
- Correct mistakes.
- Ask questions when unsure.
- Improve their work.
- Apply feedback independently in future learning.

Repeated errors should reduce over time because pupils learn from previous feedback.

10. Demonstrating Learning Over Time

Teachers will look for evidence that pupils have learned from feedback through future pieces of work.

This includes:

- Improved accuracy.
- Greater independence.
- Stronger presentation, handwriting and letter and number formation.
- Improved vocabulary.
- Improved fluency.
- Deeper reasoning.
- Successful application of previously taught knowledge.
- Fewer repeated misconceptions.

Progress is demonstrated through improvement over time rather than extensive written marking.

11. SEND and Disadvantaged Learners

Responsive teaching is our primary strategy for meeting the needs of pupils with SEND and disadvantaged pupils.

Teachers and teaching assistants provide dynamic, adaptive feedback through:

- Continual formative assessment.
- Scaffolded questioning.
- Immediate intervention.
- Careful checking of understanding.
- Structured opportunities to revisit misconceptions.
- Graduated removal of support to promote independence.

Adults maintain ambitious expectations for every learner. Support is designed to remove barriers rather than reduce challenge.

Every pupil is expected to make exceptional progress from their starting point.

12. Early Years and Key Stage One

The Early Years and Key Stage One teams have a relentless focus on securing foundational knowledge and skills.

Feedback prioritises:

- Phonics.
- Early reading.
- Letter formation.

- Handwriting.
- Spelling.
- Number fluency.
- Mathematical understanding.
- Vocabulary development.
- Oral language.
- Sentence construction.

Misconceptions are corrected immediately before incorrect habits become embedded.

13. Key Stage Two

Key Stage Two builds upon strong foundations. Feedback continues to prioritise:

- Fluency.
- Accuracy.
- Presentation.
- Vocabulary.
- Spelling.
- Handwriting.
- Mathematical precision.
- Reasoning.
- Resilience.

Foundational expectations established in EYFS and KS1 remain non-negotiable throughout the school.

14. Feedback Across the Curriculum

Live feedback applies across all curriculum subjects.

Feedback should improve:

- Subject knowledge.
- Vocabulary.
- Disciplinary thinking.
- Presentation.
- Accuracy.
- Reasoning.
- Communication.
- Application of prior learning.

Feedback should always move learning forward.

15. The Role of Teaching Assistants

Teaching assistants are instructional partners who supplement and reinforce teacher instruction.

They will:

- Reinforce teacher explanations.
- Identify misconceptions.
- Provide immediate verbal feedback.
- Use questioning to deepen understanding.
- Encourage pupils to articulate their thinking.
- Promote increasing independence.
- Communicate assessment information to teachers so that teaching remains responsive.

Teaching assistants should never simply provide answers; they should enable pupils to think, reflect and succeed independently.

16. Recording Feedback

There is no expectation that staff record every piece of verbal feedback.

Evidence of effective feedback is seen through:

- Improved pupil outcomes.
- Corrected work.
- Pupil responses.
- Subsequent learning.
- Classroom dialogue.
- Responsive teaching.

The consistent use of green pen by adults and blue pen by pupils provides a simple and effective way of identifying the feedback process when written evidence is present.

17. Monitoring and Quality Assurance

Leaders will monitor the impact of this policy through:

- Pupil progress.
- Pupil voice.
- Lesson visits.
- Learning walks.
- Book scrutiny.
- Curriculum standards.

- Evidence of misconceptions being addressed.
- Consistency of high expectations.

Book scrutiny will focus on learning rather than compliance.

The key question will always be: "Has feedback improved learning?"

18. Feedback in Action

EEF Recommendation	Hunningley Practice
Lay the foundations for effective feedback	High-quality first teaching, clear modelling and continual checking for understanding
Deliver appropriately timed feedback	Live verbal feedback is prioritised during lessons
Plan for pupils to use feedback	Pupils are expected to correct, improve and apply learning
Focus on learning rather than marking	Written marking is purposeful and proportionate
Build self-regulation	Pupils increasingly identify and correct their own misconceptions independently

Summary of Expectations

Every lesson should include, where appropriate:

- ✓ Live feedback
- ✓ Immediate identification of misconceptions
- ✓ Pupils correcting mistakes
- ✓ Adults adapting teaching
- ✓ High-quality questioning
- ✓ High expectations
- ✓ Prioritisation of SEND and disadvantaged pupils
- ✓ Opportunities for pupils to demonstrate improvement
- ✓ Responsive teaching rather than excessive written marking
- ✓ Adults providing written feedback in green pen
- ✓ Pupils responding, improving and polishing learning in blue pen

Hunningley Primary Academy Feedback Commitment

At Hunningley Primary Academy, we believe that exceptional teaching is characterised by exceptional feedback. Feedback is immediate, purposeful and rooted in high expectations. Every adult is responsible for identifying misconceptions, ensuring they are corrected and enabling

every pupil to succeed. Our pupils understand that mistakes are part of learning, but repeated mistakes without improvement are not. Through responsive teaching, ambitious expectations and a relentless focus on securing knowledge, skills and understanding, every pupil is supported to make exceptional progress from their starting point and leave Hunningley Primary Academy ready for the next stage of their education.

References

- Education Endowment Foundation (2021). *Teacher Feedback to Improve Pupil Learning*.
- Education Endowment Foundation. *Teaching and Learning Toolkit: Feedback*.
- Education Endowment Foundation. *Special Educational Needs in Mainstream Schools*.
- Education Endowment Foundation. *Making Best Use of Teaching Assistants*.