Feedback and Marking Policy

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Next Review Date:	Autumn 2029

Version Control

Change Record

Date	Author	Version	Section	Reason for Change
Autumn 2026	J Whittaker	1		New EET Template. Developed in line with current EEF feedback guidance. Incorporates EET principles and links to EET T&L model with some school-level flexibility with marking codes.

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Statement of intent

At Epworth Education Trust and the schools within it, we understand that feedback is an integral part of high-quality teaching and learning. Feedback is not an additional task completed after teaching. It is part of the process through which teachers and pupils identify what has been learned, address misconceptions, improve learning and determine what should happen next.

Our approach is informed by the evidence base on effective teaching, formative assessment and feedback. We recognise that the quality of initial teaching is fundamental to learning. Clear explanation, modelling, questioning and opportunities for practice help pupils to develop secure understanding and reduce the need for feedback to compensate for gaps in initial teaching.

Formative assessment is an essential part of this process. Teachers use a range of approaches to check what pupils know, understand and can do. This helps them identify strengths, misconceptions and gaps, and make informed decisions about what pupils need to learn or practise next.

Feedback builds on this understanding. It should be specific, purposeful and focused on the intended learning. It should help pupils recognise what they have done well, understand what needs to improve and know what they should do next.

Feedback only improves learning when pupils have the opportunity to use it. Pupils should therefore be given appropriate time and support to respond, practise, correct, reflect, improve or extend their learning. Teachers should also use pupils' responses as evidence, adapting teaching, support, challenge and future learning where needed.

Our approach recognises that feedback is therefore not a separate activity at the end of learning. It is part of an ongoing process in which teachers teach, check understanding, respond to evidence and adapt, while pupils increasingly take responsibility for understanding and improving their own learning.

We aim to ensure that feedback is purposeful, proportionate and sustainable. We value professional judgement and recognise that the most effective method and timing of feedback will vary according to the pupil, task, subject, phase and learning intention.

1. Aims of this policy

Through this policy, we aim to:

- provide a clear and consistent EET approach to feedback that prioritises its role in improving learning;
- ensure that feedback is an integral part of the teaching and learning process, with appropriate time and consideration given to this important stage of learning;
- ensure that feedback is purposeful, specific and actionable, helping pupils understand what they have done well, address misconceptions and identify what they should do next;
- ensure that pupils have meaningful opportunities to respond to feedback, practise, improve, reflect and apply their learning;

- develop pupils' independence and autonomy by supporting them to increasingly recognise the quality of their own learning, identify next steps and take responsibility for improving their work;
- ensure that teachers use evidence from pupils' responses and work to adapt teaching, support, challenge and future learning;
- promote feedback approaches that are inclusive and maintain high expectations for all pupils;
- ensure that feedback and marking are meaningful, manageable and motivating, with professional judgement used to determine the most appropriate approach;
- provide schools with a shared Trust framework while allowing appropriate flexibility to personalise routines, symbols and presentation conventions.

2. Scope and Purpose

This policy applies to all schools within Epworth Education Trust and to all staff involved in teaching, assessment and feedback. It covers feedback in EYFS, KS1 and KS2 and applies across the curriculum.

The purpose of this policy is to establish a shared understanding of why feedback is used, what effective feedback looks like and how schools will ensure that pupils act on feedback and that feedback informs future teaching.

This policy does not prescribe a fixed frequency, volume or method of marking. Current EEF guidance recommends that schools prioritise and exemplify principles of effective feedback rather than prescribe methods or frequency, and current Ofsted guidance confirms that it does not specify the frequency, type or volume of marking and feedback.

3. EET principles for feedback

The EET principles are informed by the Education Endowment Foundation's guidance on *Teacher Feedback to Improve Pupil Learning* and by wider evidence on formative assessment, metacognition and self-regulation.

➢ Feedback is part of teaching

Feedback is embedded within the teaching and learning cycle. High-quality explanation, modelling, questioning and formative assessment should establish strong foundations so that feedback builds on secure teaching rather than compensating for unclear instruction.

Feedback is an essential part of the learning process. Without appropriate feedback, pupils may not know what they have done well, what they have not yet understood or what they need to do next. Effective feedback therefore provides an important opportunity to recognise learning, address gaps and identify the next step.

➢ Feedback moves learning forward

Effective feedback is linked to the intended learning. It identifies what pupils have done successfully, addresses important misconceptions or gaps and gives pupils clear information about what to do next. Feedback should focus on the task, subject knowledge, strategies and how pupils can monitor and improve their own learning, rather than vague comments about the pupil.

The intended learning may relate to the learning in a particular lesson, a key piece of knowledge or skill, or a specific learning goal identified over a longer period of time. What matters is that feedback is connected to what the pupil is expected to know, understand or be able to do.

Pupils are partners in the learning process and need access to clear, useful information about their learning. Feedback should empower pupils to understand what they are learning, recognise what they are doing well, identify what they need to improve and understand how they can move forward.

- **Feedback is appropriately timed**

Feedback may be immediate, summary or review-based. Timing should be determined by the learning, the pupil and the task. Immediate feedback may be most useful where pupils can act on it straight away; delayed or review feedback may be more appropriate where pupils need time to think, complete a task or where the teacher needs to consider patterns across the class. The most appropriate timing will depend on the purpose of the feedback and the learning taking place. Further guidance is provided in Section 6, Feedback in Practice.

- **Pupils act on feedback**

Feedback has limited value if pupils do not understand it or have no opportunity to use it. Teachers should plan appropriate opportunities for pupils to respond, improve, practise, rehearse or apply learning following feedback. Pupil response should be purposeful and proportionate to the feedback given. Further guidance on strategies for pupil response is provided in Section 7, Pupil Response Strategies.

- **Feedback informs the teacher**

Feedback is two-way. What pupils say, write, demonstrate and correct provides information to the teacher. Teachers should use this evidence to adapt explanation, modelling, grouping, scaffolding, challenge, retrieval, intervention and future curriculum planning.

- **Feedback is proportionate**

Teachers should not mark simply to show that work has been marked. The time spent marking should be proportionate to the likely benefit for pupils and should not displace higher-value teaching, preparation, assessment or professional activity. All work should be acknowledged in an appropriate way, but acknowledgement does not always require written marking or individual feedback.

- **Feedback is positive and purposeful**

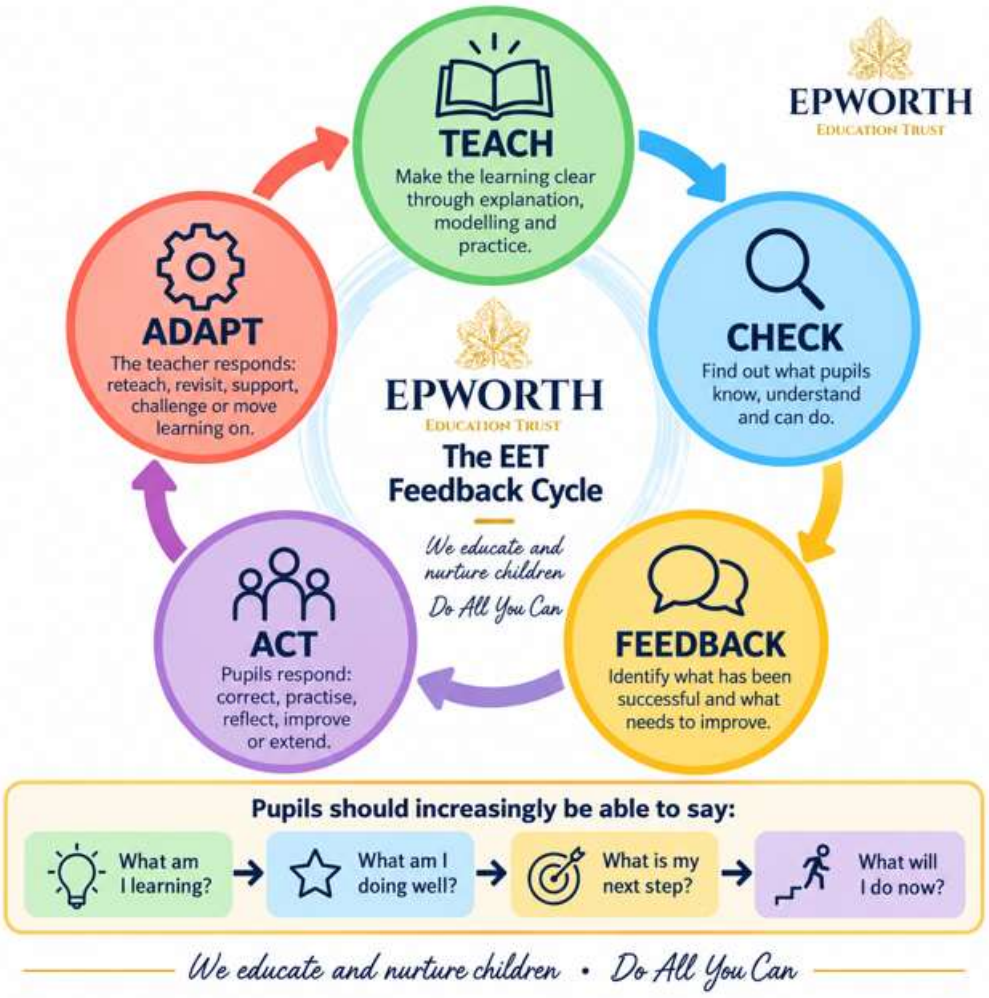
Feedback should build pupils' confidence and independence while maintaining high expectations. It should recognise success, address errors constructively and make the next action clear.

Effective feedback is rooted in positive relationships and an understanding of the individual pupil. Teachers should use their professional knowledge of pupils to consider what type of feedback, support and challenge is most likely to help each pupil move forward. Over time, feedback should help pupils develop resilience, respond constructively to mistakes and take increasing responsibility for improving their own learning.

4. The EET Feedback Cycle

TEACH → CHECK → FEEDBACK → ACT → ADAPT

The EET Feedback Cycle sits within the wider EET Teaching and Learning Model. It does not represent a separate teaching sequence. Instead, it provides a focused view of how feedback supports the learning process by helping teachers identify what pupils know and understand, enabling pupils to act on feedback and informing teachers' subsequent decisions about teaching and learning. The cycle may operate at different points within a lesson, across a sequence of lessons or over time.



TEACH – provide clear explanation, modelling, guided practice and opportunities to apply learning.

CHECK – use formative assessment to identify understanding, strengths, misconceptions and gaps.

FEEDBACK – provide information that is specific, timely and useful for moving learning forward.

ACT – give pupils an opportunity to correct, reflect, practise, improve or extend their learning.

ADAPT – use the evidence to change teaching, support, challenge, retrieval, intervention or future planning.

The Feedback Cycle describes the professional process through which teachers and pupils use feedback to move learning forward. Its impact should be seen in pupils becoming increasingly able to understand and talk about their own learning. Pupils should increasingly be able to answer four key questions:

What am I learning? → What am I doing well? → What is my next step? → What will I do now?

5. What effective feedback looks like

Effective feedback is specific, purposeful and actionable. It should be focused on the *learning that matters most* and help pupils understand how they can move their learning forward.

Effective feedback should:

- be linked to the intended learning, including the learning intention, success criteria, knowledge or skill being developed;
- recognise successful learning where this helps pupils understand what they have done well;
- identify the most important misconception, error, gap or opportunity for improvement, rather than attempting to correct everything;
- make the next action clear, so that pupils know what they can do to improve, practise, correct, reflect or extend their learning;
- be accessible and appropriate to the pupil's age, stage and individual needs;
- support increasing independence, enabling pupils to recognise the quality of their own learning and increasingly identify and act on their own next steps.

Feedback may relate to the learning in a particular lesson, a key piece of knowledge or skill, or a learning goal identified over a longer period. The focus should always be on the learning that matters most at that point.

Effective feedback should help pupils increasingly understand:

- what they are learning;
- what they are doing well;
- what they need to improve or understand more deeply;
- what they can do next.

Feedback should not:

- be provided simply because a piece of work has been completed;
- require teachers to write comments on every piece of work;
- correct every error regardless of its significance to the learning;
- focus mainly on presentation when the learning focus is elsewhere (although presentation is important);
- rely on vague praise that does not help pupils understand their learning;
- create a workload expectation that prevents teachers from responding effectively to learning.

6. Feedback in Practice

Feedback takes different forms and happens at different points in the learning process. There is no single approach that is most effective in every situation. Teachers should use their professional judgement to consider the learning, the pupil, the task and the information they need to gather or communicate.

Feedback may be immediate, summary or review-based. It may be provided to an individual pupil, a group or the whole class. Appendix 4 shows 'Feedback Approaches at a Glance'.

6.1 Immediate feedback

Immediate feedback is given at the point of teaching or while pupils are working. It may include:

- questioning and discussion;
- prompting;
- modelling;
- explanation;
- correction;
- scaffolding;
- challenge;
- a brief annotation or written prompt.

Immediate feedback is particularly useful when pupils can act on it straight away and the teacher can check its impact.

Teachers should actively circulate, observe and check how pupils are doing while they work. This may involve moving between individuals and groups, identifying misconceptions and responding through explanation, questioning, modelling, support or challenge.

Teachers should not attempt to mark or correct every piece of work as they move around the classroom. The purpose of circulating is to gather useful information about learning, check that pupils are learning what was intended and respond where this is likely to have the greatest impact. Teachers may focus on particular individuals or groups and use live marking or marking codes where this provides an efficient way to give feedback.

Where pupils are given feedback during the lesson, teachers should return to check that pupils have understood and acted on it. Feedback should also be used to reiterate and reinforce important learning, expectations and successful approaches.

Schools may refer to this approach as live marking or ‘helicopter marking’. The emphasis should be checking learning and responding to it in the moment.

Immediate feedback may therefore result in:

- an individual conversation or prompt;
- further modelling or explanation for a group or the whole class;
- recognition or celebration of successful learning, including through marking codes, where this reinforces the learning intention for others;
- an immediate correction or improvement, where sharing the learning sensitively helps others to learn from it;
- additional scaffolding or support;
- further challenge;
- a change to the task or direction of the lesson;
- a decision to revisit or reteach learning with a group or the whole class.

6.2 Summary feedback

Summary feedback is provided at the end of a lesson, task or learning sequence, or after the teacher has gathered evidence from a group or class.

It provides an opportunity to step back and consider what pupils have understood, what they have done well and what needs to happen next.

Summary feedback may:

- identify common strengths, misconceptions or gaps;
- involve self-assessment or peer feedback against clear success criteria;
- lead to a short whole-class or group discussion;
- inform the next task or lesson;
- result in retrieval, further practice or an Extended Learning Opportunity (ELO) for individuals, groups or the whole class;
- identify pupils who need additional support or challenge;
- inform future teaching and planning.

6.3 Review feedback

Review feedback takes place after the learning activity, away from the point of teaching, and involves the teacher reviewing pupils’ work or responses to identify what has been learned and what an individual pupil or group may need next. It may involve written comments, annotations, highlighting, symbols or a planned pupil response.

Review feedback should be selective and purposeful. Teachers should focus on the learning that matters most and provide a clear opportunity for pupils to respond where this will improve learning.

Review feedback may:

- recognise successful learning;
- identify an important misconception, error or gap;
- provide a clear next step;
- prompt pupils to correct, reflect, practise, improve or extend their learning;
- inform future teaching, grouping or planning.

Where a verbal conversation, group response or subsequent teaching will have greater impact, written feedback is not required simply to show that work has been reviewed.

6.4 Feedback to groups and the whole class

Where several pupils have the same misconception, strength or next step, feedback may be most effectively addressed through a small-group or whole-class response.

This may include:
- re-teaching;
- modelling;
- a worked example;
- retrieval or further practice;
- an ELO;
- discussion or questioning;
- shared improvement of an example.

Teachers do not need to repeat the same written feedback in multiple books when a shared teaching response will have greater impact.

6.5 Learning Conferences

Learning Conferences provide an opportunity for feedback to become a purposeful, positive and individual conversation about learning. They can be particularly valuable as pupils move through school and develop greater autonomy, accountability and responsibility for their own learning.

Teachers may use short Learning Conferences with individual pupils or small groups where a focused conversation will have greater impact than written feedback. They may be particularly valuable when reviewing extended or complex learning, including writing, where pupils may be working towards both a shared lesson goal and an individual learning priority.

Learning Conferences can be used across subjects. They provide an opportunity to focus pupils on a specific aspect of learning they need to secure or demonstrate, while maintaining the wider learning intention for the lesson or sequence. Where appropriate, Personal Learning Checklists, including relevant aspects of PiXL, may be used to help pupils identify and demonstrate individual areas for development or mastery.

A Learning Conference should help pupils to:
- recognise what they have done well;
- explain what they have learned;

- consider their work in relation to the learning goal, success criteria or relevant aspect of the Personal Learning Checklist;
- identify a meaningful individual next step;
- discuss and agree how they will act on that next step;
- return to the learning at an appropriate point to demonstrate progress or mastery.

A Learning Conference might draw on the four questions introduced in the Feedback Cycle:
What am I learning?
What am I doing well?
What is my next step?
What will I do now?

Learning Conferences should be positive, purposeful and personalised. They should help pupils understand that feedback is about improving learning rather than simply correcting mistakes. Where an individual target or area for development has been identified, pupils should have an appropriate opportunity to act on it and, where relevant, demonstrate that they have secured or mastered the learning.

Teachers should use professional judgement about when a Learning Conference will add value. It should not become an additional assessment, marking or recording requirement.

The aim is for pupils to become increasingly confident in talking about their learning, recognising their strengths, identifying meaningful next steps and taking responsibility for improving their work. Over time, Learning Conferences should support pupils to become increasingly independent in recognising what they need to learn, acting on feedback and demonstrating their progress.

- **6.6 Self-Assessment and Peer Feedback**

Self-assessment and peer feedback are important ways of developing pupils' understanding of the quality of their own learning and their increasing independence.

Teachers should explicitly teach pupils how to assess learning accurately before expecting them to self-assess or provide feedback to others. Pupils should understand the learning intention and, where appropriate, use success criteria, models, exemplars or other agreed criteria to support their judgements.

Self-assessment may include pupils:
- checking whether they have met the intended learning;
- identifying what they have done well;
- identifying an area they need to improve or understand more deeply;
- correcting or improving their own work;
- reflecting on their learning and identifying a next step;
- checking answers and explaining their thinking.

Peer feedback should be purposeful, specific and focused on the learning rather than personal characteristics. Pupils should be taught how to identify successful learning, ask useful questions and give constructive suggestions that help another pupil improve.

Self- and peer assessment should not replace teacher assessment where professional judgement is required. Teachers should check the accuracy of pupils' judgements, particularly where there is a risk that misconceptions could be reinforced.

The level of support should be appropriate to pupils' age, stage and development. As pupils become more confident, they should take increasing responsibility for checking, evaluating and improving their own learning.

7. Pupil response

Feedback only has an impact when pupils have the opportunity to understand and act on it. Time for pupils to respond to feedback should therefore be deliberately planned as part of teaching and learning.

Where immediate feedback is given, pupils should normally have the opportunity to respond within the lesson. Teachers should check that pupils have understood the feedback and acted on it.

Where summary or review feedback is provided, time for pupils to respond must be planned into the learning sequence. This may take place within a subsequent lesson, during a dedicated feedback session, through retrieval or further practice, or through an Extended Learning Opportunity (ELO).

7.1 Dedicated Feedback and Response Time

Schools should establish a consistent approach for providing dedicated time for pupils to respond to feedback. The name, structure and specific routines may be determined at school level, but the approach should provide pupils with purposeful opportunities to:

- correct misconceptions or errors;
- reflect on their learning;
- improve or develop their work;
- practise key knowledge or skills;
- apply feedback to a new task;
- respond to individual learning priorities;
- demonstrate that learning has been secured or improved.

At Westleigh Methodist Primary this is provided through ACT – Act, Correct and Try Again



The Trust expectation is that time is made for pupils to act on feedback. Schools may use different terminology and routines, but these reflect the same underlying principle.

7.2 Making pupil response purposeful

Pupil response should not become a routine exercise in correcting every error. Teachers should identify the most important learning to address and ensure pupils understand why they are making a correction or improvement.

Teachers should model how to respond to feedback before expecting pupils to do this independently. The level of support should be appropriate to the pupil and gradually reduced as pupils develop confidence and independence.

Pupils may use agreed school approaches and resources to support their response, such as:

- an agreed response system, i.e. purple polishing pen.
- word banks and subject-specific vocabulary;
- dictionaries and other reference materials;
- worked examples;
- success criteria;
- models and exemplars.

Teachers should provide additional explanation, modelling, scaffolding or support where required. Pupils should increasingly be able to identify what they need to do and use appropriate resources independently.

Teachers should check the quality of pupils' responses and use this further evidence to inform subsequent teaching, including further explanation, modelling, retrieval, practice, support, challenge or intervention where appropriate.

8. Marking

8.1 Marking is one form of feedback

Marking is the process of reviewing, acknowledging and/or annotating pupils' work to support assessment and learning. It is one component of a wider feedback strategy and should not be treated as synonymous with feedback.

Marking should have a clear purpose. It should provide useful information about pupils' learning and, where appropriate, lead to pupil action or inform subsequent teaching.

8.2 Principles for marking

Work should be reviewed at an appropriate point so that the information gained can influence learning. Where possible, this should be ahead of the next lesson so that teaching, support or challenge can be adapted in response. However, the timing of review should be determined by the purpose of the marking and the learning taking place.

Teachers should focus marking on the most important learning rather than attempting to correct everything.

<u>Editing and revising</u>

Teachers should distinguish between editing and revising.

Editing involves identifying and correcting errors or making improvements to aspects such as spelling, punctuation, grammar or word choice. Pupils should become increasingly independent in editing their own work, using appropriate scaffolds and resources which are gradually reduced as independence develops.

Revising involves making more substantive changes to improve the quality, effectiveness or clarity of a piece of work. This may include improving vocabulary, sentence structure, organisation, ideas or the overall impact of the writing.

<u>Sloppy vs Stretch Mistakes</u>

Teachers should also distinguish between errors that pupils can reasonably identify and correct independently and 'stretch' mistakes, where the pupil has not yet secured the underlying knowledge or skill.

Where an error is careless or within the pupil's existing knowledge, pupils should be encouraged to recognise and correct it themselves. This supports the development of self-checking and editing habits.

Where an error represents a stretch in the pupil's learning, teachers should use professional judgement about when to intervene, model, explain or provide additional support. Stretch mistakes should be viewed positively as evidence that pupils are attempting learning that extends their current understanding.

Teachers should use their knowledge of individual pupils to determine the appropriate level of prompting, support and challenge.

Written vs Verbal Feedback

Written comments should be used where they are accessible, meaningful and likely to influence pupil action.

Where verbal feedback is more effective, teachers should use it without creating unnecessary written records.

Where a common need is identified, teachers should consider whether re-teaching or a group/class response would be more effective than providing individual written comments.

Where the intended learning has been achieved and there is no useful next action, an additional written comment may not be necessary.

Work should be acknowledged appropriately so that pupils know that their learning has been seen, valued and considered. Acknowledgement does not necessarily require written comments or individual marking.

Marking Codes

Marking codes can play a useful role in communicating feedback quickly, efficiently and consistently, provided that pupils understand the codes and know how to respond to them. Detail is provided in section 9.

8.3 Prioritising pupils

Teachers should use professional judgement to prioritise feedback where it is likely to have the greatest impact on learning.

This may include pupils who:

- are vulnerable or disadvantaged;
- have SEND;
- are at risk of falling behind;
- are developing foundational knowledge or skills;
- require additional support to access the intended learning;
- would benefit from additional challenge or a more specific next step.

Prioritising support does not mean lowering expectations. It means directing teaching and feedback where it is most likely to have an impact.

The most appropriate form of feedback will vary between pupils. For some pupils, written feedback may be particularly purposeful where they can understand and respond to it efficiently. For others, verbal feedback, modelling, scaffolding or further teaching may be more effective. Professional judgement should determine the most appropriate approach.

8.4 Meaningful, manageable and motivating

EET adopts the established workload principles of **meaningful, manageable and motivating** marking.

These principles should be considered whenever schools review or refine their marking routines.

- **Marking should be meaningful** – it should have a clear purpose and contribute to pupils' learning.
- **Marking should be manageable** – it should be proportionate and sustainable, and should not displace higher-value teaching, assessment or professional activity.
- **Marking should be motivating** – it should support positive relationships with learning, build confidence and encourage pupils to recognise mistakes as part of the learning process.

Schools should use professional judgement to ensure that marking routines support the wider EET approach to feedback rather than becoming an end in themselves.

9. EET core marking codes and approaches

Marking and feedback codes should provide pupils with clear, simple and consistent information about their learning. Codes are intended to support learning and pupil response, not to create additional marking workload.

Pupils should be explicitly taught the meaning of the marking and feedback codes used in their school and should increasingly be able to use them independently to understand and act on feedback.

Teachers should use marking codes sensitively and professionally, recognising that pupils' work is personal to them. Feedback should support confidence, resilience and a willingness to improve. Codes should not be used in a way that unnecessarily damages, distracts from or detracts from a pupil's work.

Teachers should consider the nature of the work when deciding how and where to mark. For example, marking directly onto artwork may spoil the finished piece and an alternative approach should be considered.

9.1 Core marking and feedback approaches

The following approaches should be represented within each school's marking and feedback system. The specific symbol, colour or terminology may be determined at school level.

<u>Recognition of successful learning</u>

Schools should have a clear way of identifying work that:

- demonstrates that a pupil has met an element of the success criteria;
- demonstrates a particular skill;
- achieves the intended learning outcome;

- demonstrates successful application of knowledge.

This may include a tick, symbol or another agreed school approach, using an identified marking colour.

Schools should also have a way of recognising learning that exceeds the expected outcome, demonstrates exceptional skill or shows particularly strong application of knowledge.

Identifying an area for improvement

Schools should have a clear way of identifying a specific and purposeful area for improvement. This should focus on the learning that matters most rather than attempting to identify every error.

This may be used to draw attention to:

- an important misconception;
- a specific error in calculation;
- a word choice that could be improved;
- a sentence that does not make sense;
- a spelling pattern that needs attention;
- punctuation that needs correcting;
- a handwriting formation or joining pattern;
- an opportunity to develop or extend learning.

Highlighting can be particularly useful for quickly drawing pupils' attention to specific aspects of their work. For example, a strength such as effective vocabulary, a successful handwriting pattern or accurate punctuation may be highlighted, while a different colour may identify something for the pupil to review or improve. This can support quick, clear and efficient feedback, particularly during live marking.

EET recommends a simple two-colour approach, with one colour identifying successful learning and another identifying a specific area for improvement. Schools select their own colours and terminology, provided that they are used consistently and pupils understand what they mean.

At Westleigh, we use:

- Green for Growth – identifying an area for development or improvement.
- Tickled Pink – identifying successful learning.

9.2 Staff marking colour

Schools should establish a consistent pen colour for general staff marking, particularly where ticks, annotations or comments are used. The colour should be clearly distinguishable from the colour normally used by pupils so that teacher feedback and pupil response are readily identifiable.
For example, a school may choose blue where pupils predominantly use pencil in KS1 and black pen in KS2.

At Westleigh, we use a black pen to mark in.

9.3 Pupil response

Schools should have a consistent way of making pupil responses to feedback visible. For example, a school may use a purple polishing pen for corrections, editing and improvements. The purpose is not the colour itself, but to make the pupil's thinking, correction, improvement or application of feedback visible.
Teachers should model the expected standard and ensure that pupils understand how to respond neatly, purposefully and increasingly independently.
Pupils should not be expected to use a particular colour simply for the sake of presentation. The important principle is that their response to feedback can be identified.

At Westleigh, we use a purple polishing pen.

9.4 Core feedback codes

Schools should identify a simple set of codes or symbols for the areas below. These approaches should be in place, but the specific code, symbol or colour may be different in each school.
Schools may also choose to include a small number of additional codes where these communicate useful information efficiently. Codes should be simple, explicitly taught, used consistently and applied selectively.

Codes for the following aspects must be in place:

- Spelling – Identifies a spelling that the pupil should be able to correct or a spelling pattern that represents an appropriate next step. (e.g. sp)
- Handwriting – Draws attention to a letter formation, join, ascender, descender or other handwriting feature that needs attention. (e.g. h)
- Punctuation – Identifies missing or incorrect punctuation, with the level of prompting adapted to the pupil's age and independence. (e.g. circle or highlight)
- Missing word – Indicates that a word is missing and prompts the pupil to identify and add it. (e.g. ^)
- Paragraph – Indicates where a new paragraph may be needed. (e,g, //)
- Finger Space – Indicates a finger space is needed (e.g. /)
- Adult feedback / conversation – Indicates that an adult has discussed the learning with the pupil. This may be followed by a pupil response or further feedback. (e.g. a small speech bubble shape)
- Supported work – Indicates that the work was completed with a level of adult support. (e.g. s)
- Independent work – Indicates that the work was completed independently. (e.g. I)

9.5 Spelling

Spelling should be marked selectively, with teachers focusing on spelling patterns that pupils should have secured or that represent an appropriate next step in their spelling development.

Schools will use a code to identify an incorrect spelling. The way this is presented and the level of support provided should reflect the pupil's age, stage and developing independence.

For example, schools may identify the spelling directly above the word, highlight the word using an agreed colour, or place a spelling code in the margin to prompt the pupil to check and correct it.

The aim is for pupils to develop their own editing and checking skills over time. Pupils should increasingly use appropriate resources, such as dictionaries, word mats, displays and taught spelling strategies, to identify and correct their own errors.

9.6 Punctuation

Schools should have an agreed approach for identifying missing or incorrect punctuation. The level of prompting should become less explicit as pupils develop greater independence.

For example, schools may identify the point at which punctuation is missing or incorrect, use a circle or another agreed symbol, or place a punctuation code in the margin as pupils become more independent.

The purpose is to support pupils to identify, correct and increasingly independently check their own punctuation.

9.7 Handwriting

Where handwriting requires attention, teachers should provide appropriate modelling and feedback. This may relate to letter formation, joins, ascenders, descenders, spacing or other agreed handwriting expectations.

Schools may use a specific handwriting code or symbol. However, teachers should prioritise modelling the correct formation or join and giving pupils an opportunity to practise it, rather than simply identifying that an error has occurred.

9.8 School-specific marking code

Each school should maintain a simple, accessible marking and feedback code that reflects its agreed practice. The school-specific code should be included in an appendix to this policy and shared with staff and taught explicitly to pupils.

Schools may adapt their codes over time where this improves clarity, consistency or pupil independence. Changes should remain aligned with the principles of this Trust policy and should not create unnecessary marking expectations.

See Appendix One

10. Developing Foundational Skills and Presentation

10.1 Presentation

Schools should maintain high expectations for the quality and presentation of pupils' work, while recognising that presentation should not become a barrier to learning or unnecessarily distract from the intended learning.

Across EET, pupils should be supported to take pride in their work and develop increasing responsibility for the presentation and organisation of their learning.

As appropriate to their age and stage, pupils should be taught to:

- take care with the presentation of their work;
- maintain clear and appropriate handwriting;
- organise their work clearly and appropriately;
- use books and other learning materials carefully and respectfully;
- follow agreed school expectations for titles, dates, margins and other aspects of presentation;
- make corrections and improvements neatly;
- recognise when their work does not meet the expected standard and take steps to improve it.

Books and written work should be clearly organised and labelled in accordance with school expectations. Marking and feedback should be clear and appropriately positioned so that pupils can understand and respond to it.

Teachers should model the presentation standards they expect from pupils, including through their own handwriting, written feedback and use of marking codes. Teachers should also use professional judgement about the presentation of their own feedback, recognising that marking should enhance rather than detract from pupils' work.

Presentation expectations should be consistent within each school and appropriate to the age, stage and needs of pupils. Schools should consider reasonable adjustments where pupils' physical, sensory, cognitive or communication needs affect their ability to meet particular presentation expectations.

School-specific presentation expectations are communicated at school level but must reflect these expectations.

10.2 Developing Foundational Skills

The Trust recognises the importance of strong foundational transcriptional skills, including letter formation, handwriting, spelling, sentence construction and punctuation. These foundations support pupils to communicate their ideas effectively and should be explicitly taught, practised and reinforced where required.

Feedback should address these foundational skills when they are relevant to the intended learning or when they are acting as a barrier to progress. Teachers should use professional judgement to determine when an aspect of handwriting, spelling, punctuation or presentation needs to be addressed.

Teachers should model high expectations and provide appropriate opportunities for pupils to practise, apply and revisit these skills.

Foundational skills should be addressed without unnecessarily displacing the intended learning. Teachers should remain focused on the learning being taught

while taking appropriate opportunities to reinforce foundational skills when they arise. The balance will depend on the pupil, task, subject and learning intention.

Spelling

Spelling should be addressed selectively and purposefully, with priority given to:

- taught spelling patterns;
- high-frequency or commonly used words;
- vocabulary that pupils are expected to use accurately;
- spelling errors that represent an appropriate next step in the pupil's development.

Where appropriate, pupils should use published dictionaries and, increasingly, personal dictionaries to check, record and revisit new spellings.

Teachers should look for opportunities for pupils to apply newly learned spellings in subsequent writing and should reinforce these patterns through teaching, retrieval and practice.

The aim is for pupils to become increasingly independent editors of their own writing, rather than relying on adults to identify and correct every spelling error.

Handwriting

High expectations for handwriting and presentation apply to all pupils. Handwriting should be explicitly taught, modelled and practised where required.

Teachers should address letter formation, joins, ascenders, descenders, spacing and other handwriting features where these are relevant to the pupil's development or are affecting their ability to communicate effectively.

Where handwriting requires improvement, feedback should, wherever possible, include modelling and an opportunity to practise, rather than simply identifying an error.

Reasonable adjustments and appropriate support should be provided for pupils whose physical, sensory, cognitive or communication needs affect written recording. High expectations should be maintained while recognising that pupils may require different approaches, tools or methods to demonstrate their learning.

11. Feedback across phases and subjects

The principles in this policy apply across EYFS, KS1 and KS2 and across all subjects. However, the way feedback is provided should reflect the age and stage of pupils, the nature of the subject, the intended learning and the task being undertaken.

Feedback should focus on the learning that matters most and be provided in a way that acknowledges pupils' work while having the greatest possible impact on learning.

11.1 EYFS

In EYFS, feedback is predominantly delivered through high-quality interactions rather than written marking. Practitioners use observation, questioning, modelling, sustained shared thinking, responsive interaction, encouragement, challenge and carefully planned provision to move learning forward.

Feedback should be responsive to children's interests, needs and developmental stage and should support children to extend their knowledge, language, thinking and independence.

Recording should be proportionate and purposeful and should not reduce opportunities for practitioners to interact with children. Where written or recorded feedback is used, it should be accessible and meaningful to the child and should contribute to understanding or moving learning forward.

Following a task or recorded activity, feedback should, wherever appropriate, be provided live, with an immediate opportunity for the child to respond, practise or act on it. This may include the use of agreed school marking or feedback codes where these are appropriate and meaningful to the child.

11.2 Phonics and Early Reading

Feedback in phonics and early reading should prioritise accuracy, automaticity and application.
This may include:

- accurate pronunciation and articulation;
- grapheme-phoneme correspondence;
- blending and segmenting;
- accurate decoding;
- fluency;
- application of taught phonics knowledge when reading and writing.

Errors should be addressed promptly and explicitly, with pupils given opportunities to practise and apply the correct response.
Feedback should support pupils to become increasingly accurate, fluent and confident readers.

11.3 Mathematics

In mathematics, it is important that pupils know whether their answer is correct or not and, where appropriate, understand why. When using self- or peer-assessment, teachers should ensure that pupils have the knowledge and understanding needed to assess accurately and that misconceptions are not reinforced.

Feedback in mathematics should focus on mathematical thinking and understanding, alongside whether an answer is correct.

Teachers should identify and address misconceptions in:

- mathematical concepts and knowledge;
- representations;
- calculation;
- mathematical vocabulary;
- reasoning and explanation;
- problem-solving.

Pupils should be given opportunities to correct, explain, rehearse and apply mathematical understanding and to develop increasingly independent strategies for checking and evaluating their work.

Foundational presentation skills and organisation of work must be reinforced where they support mathematical accuracy. This includes correct number formation, clear recording and consistent use of agreed approaches such as one-digit-one-box where appropriate. These expectations help prevent avoidable calculation errors caused by unclear or inaccurate recording.

11.4 Writing

Feedback in writing should be selective and closely linked to the intended writing outcome or individual priorities.

Depending on the learning, teachers may focus on:

- transcriptional accuracy;
- sentence construction;
- vocabulary;
- grammar and punctuation;
- cohesion;
- organisation and structure;
- effect on the reader;
- purpose and audience;
- development and application of individual writing priorities.

Where appropriate, success criteria should make the intended learning clear to pupils and provide a useful reference point for self- and peer-assessment. Success criteria should be focused on the most important aspects of the learning rather than becoming a checklist for every feature of a piece of writing.

Teachers should distinguish between editing and revising, supporting pupils to become increasingly independent in identifying and improving their own writing. Feedback should focus on the aspects of writing that will have the greatest impact on the quality and effectiveness of the pupil's work, rather than attempting to correct every error.

11.5 Foundation Subjects

Feedback in foundation subjects should focus on the subject-specific knowledge, concepts, vocabulary and disciplinary skills pupils are expected to learn.
The most appropriate form of feedback will depend on the subject and task. It may be:

- verbal or conversational;
- written or annotated;
- practical or demonstrated;
- modelled;
- through questioning and discussion;

- self-assessed or peer-supported;
- through retrieval, rehearsal or further practice.

Teachers should prioritise the learning that matters most within the subject and use feedback to address misconceptions, strengthen knowledge, develop subject-specific skills and support pupils to apply what they have learned.

Foundational skills such as handwriting, spelling, sentence construction and presentation should be reinforced where appropriate, particularly where they affect pupils' ability to communicate or demonstrate their subject learning. However, this should not detract from the intended subject-specific learning or lead to unnecessary marking of every error.

Written marking should not be used simply because a subject is being taught. Where modelling, discussion, demonstration, practical feedback or further teaching will have greater impact, these approaches should be prioritised.

Schools may provide additional subject- or phase-specific guidance where this supports consistency and clarity. Such guidance should remain aligned with this Trust policy and should not create unnecessary marking or recording expectations.

12. Inclusive Feedback

Feedback should be inclusive and appropriately adapted so that all pupils can understand, access and act upon it. High expectations should be maintained, while the support, communication and route to achieving them may be adapted.

Teachers should:

- use accessible language, visuals, symbols, models or alternative forms of communication where appropriate;
- reduce the cognitive or linguistic load of feedback without reducing the ambition of the learning;
- provide additional processing time where required;
- use repeated modelling, worked examples, scaffolds and guided practice where these support pupils to develop independence;
- consider sensory, physical, communication, attention, working memory and emotional regulation needs when determining how feedback is provided;
- use individual plans, pupil passports and agreed adaptations where relevant;
- ensure feedback helps pupils to become increasingly independent rather than creating dependence on adult correction.

Some pupils may find receiving feedback challenging, particularly where they have experienced repeated difficulty, low confidence or anxiety around making mistakes. Teachers should be sensitive to how individual pupils respond to feedback and consider the timing, language, tone and approach used. Feedback should be delivered in a supportive and respectful way, maintaining high expectations while helping pupils to see mistakes and misconceptions as part of the learning process. Where needed, pupils may require additional reassurance, processing time, modelling or adult support before they are able to act on feedback. Where possible,

pupil voice on how they are happy to receive feedback should be gathered and implemented.

Adaptations should enable pupils to access and act on feedback while maintaining high expectations for learning, participation and independence.

13. Working with Parents / Carers

Parents and carers can play an important role in supporting pupils to understand and act on their learning. Effective communication should help parents and carers understand where their child is in their learning, what they can currently do, what they are working towards and how they can support them.

Schools may share relevant information about learning goals, strengths, areas for development and next steps through a range of approaches, including:

- homework or home-learning activities;
- learning platforms such as Seesaw or ClassDojo;
- parent/carer consultations and meetings;
- reports and other planned communication;
- sharing examples of learning where this helps parents/carers understand progress;
- specific communication where a pupil requires additional support or where a particular strength or area for development needs to be shared.

Communication with parents and carers should be purposeful and focused on supporting learning. Where appropriate, schools should share specific strengths and next steps rather than simply reporting whether work has been completed or whether a pupil is working at an expected standard.

Parents and carers should be given clear, accessible information about what their child knows, understands and can do, what they are currently learning or developing, and practical ways they can support learning at home.

Where learning gaps or particular areas for development are identified, schools should work with parents and carers, where appropriate, to help them understand the identified need and how they can reinforce learning at home.

14. Roles and responsibilities

14.1 Trust

The Trust will:

- Set the EET policy framework and ensure it reflects current evidence.
- Provide professional development and shared exemplification where appropriate.
- Provide a clear framework that enables schools to establish consistent principles while retaining appropriate professional and school-level flexibility.
- Monitor implementation and impact through Trust quality assurance processes.

- Review the policy periodically to ensure it remains aligned with evidence, statutory guidance and Trust priorities.

14.2 Headteachers and Senior Leaders

Headteachers and senior leaders will:

- Ensure the policy is personalised appropriately for the school and implemented consistently.
- Ensure staff understand the principles and have appropriate training and support.
- Establish and communicate clear school-level routines where required, including agreed approaches to marking, feedback codes and opportunities for pupils to act on feedback.
- Monitor the impact of feedback on pupil learning and staff workload.
- Ensure school routines do not create unnecessary workload or undermine professional judgement.
- Use quality assurance to evaluate the impact of feedback on pupil learning rather than simply checking the frequency or quantity of marking.

14.3 Teachers and Teaching Staff

Teachers and teaching staff will:

- Ensure all work is acknowledged in some way.
- Use formative assessment, marking and feedback to identify strengths, misconceptions and gaps.
- Select the most appropriate method and timing of feedback.
- Provide opportunities for pupils to act on feedback.
- Use evidence from feedback to adapt teaching and future learning.
- Maintain high expectations while making appropriate adaptations for individual needs.
- Model effective self-assessment, peer feedback and response to feedback.
- Use professional judgement to prioritise feedback where it is likely to have the greatest impact on learning.
- Ensure feedback is purposeful, proportionate and accessible to pupils.
- Teach pupils how to respond to feedback and develop their increasing independence in doing so.

14.4 Teaching Assistants and Other Adults

Teaching assistants and other adults will:

- Provide feedback in line with teacher direction and the learning intention.
- Communicate significant misconceptions or barriers to the teacher.
- Support pupils to respond to feedback while promoting independence.
- Use agreed school approaches and adaptations consistently, while recognising when a pupil requires further teacher input.
- Avoid creating dependence on adult correction and encourage pupils to use appropriate resources and strategies independently.

14.5 Pupils

Pupils will:

- Listen to, read and respond to feedback.
- Correct, improve, practise or extend their work when asked.
- Use agreed resources and strategies to improve independently.
- Apply feedback to future learning.
- Take increasing responsibility for checking, evaluating and improving their own learning.
- Ask questions or seek clarification when they do not understand feedback or what they need to do next.
- Develop the confidence and resilience to respond positively to mistakes, misconceptions and areas for improvement.

15. Workload and Professional Judgement

EET is committed to feedback that improves learning without creating unnecessary workload. Staff should not be expected to provide lengthy written comments, mark every error or complete a particular quantity of marking solely to demonstrate that work has been reviewed.

Teachers are trusted to exercise professional judgement about the most effective method and timing of feedback. The time invested in feedback should be proportionate to the likely impact on learning.

Schools should avoid systems that require teachers to create written evidence of verbal feedback or mark work retrospectively solely for monitoring purposes.

16. Monitoring and Review

Monitoring should evaluate whether feedback is improving learning, rather than whether staff have complied with a marking checklist or completed a prescribed quantity of marking.

Leaders should consider whether:

- pupils can explain how feedback helps them improve;
- pupils respond to feedback and increasingly apply it independently;
- misconceptions and gaps are identified and addressed;
- teachers adapt teaching, support, challenge and future planning in response to evidence;
- feedback is appropriately differentiated and adapted for pupils with SEND and other barriers;
- marking and feedback are proportionate and sustainable;
- school routines are understood consistently while allowing appropriate professional judgement;
- staff and pupil voice indicates that feedback is useful and manageable.

Evidence may include:

- pupil voice;
- review of pupils' work;
- learning walks;
- planning and professional conversations;
- assessment information;

- examples of pupil response and improvement;
- evidence of adaptations to teaching;
- staff voice and workload feedback.

Monitoring should not create additional marking or require staff to produce evidence solely for inspection or quality assurance purposes.

The focus of monitoring should be on the impact of feedback on pupils' learning, independence and progress, rather than the frequency, volume or presentation of marking.

The policy will be reviewed in accordance with the Trust policy review cycle and sooner where statutory guidance, evidence or Trust priorities change.

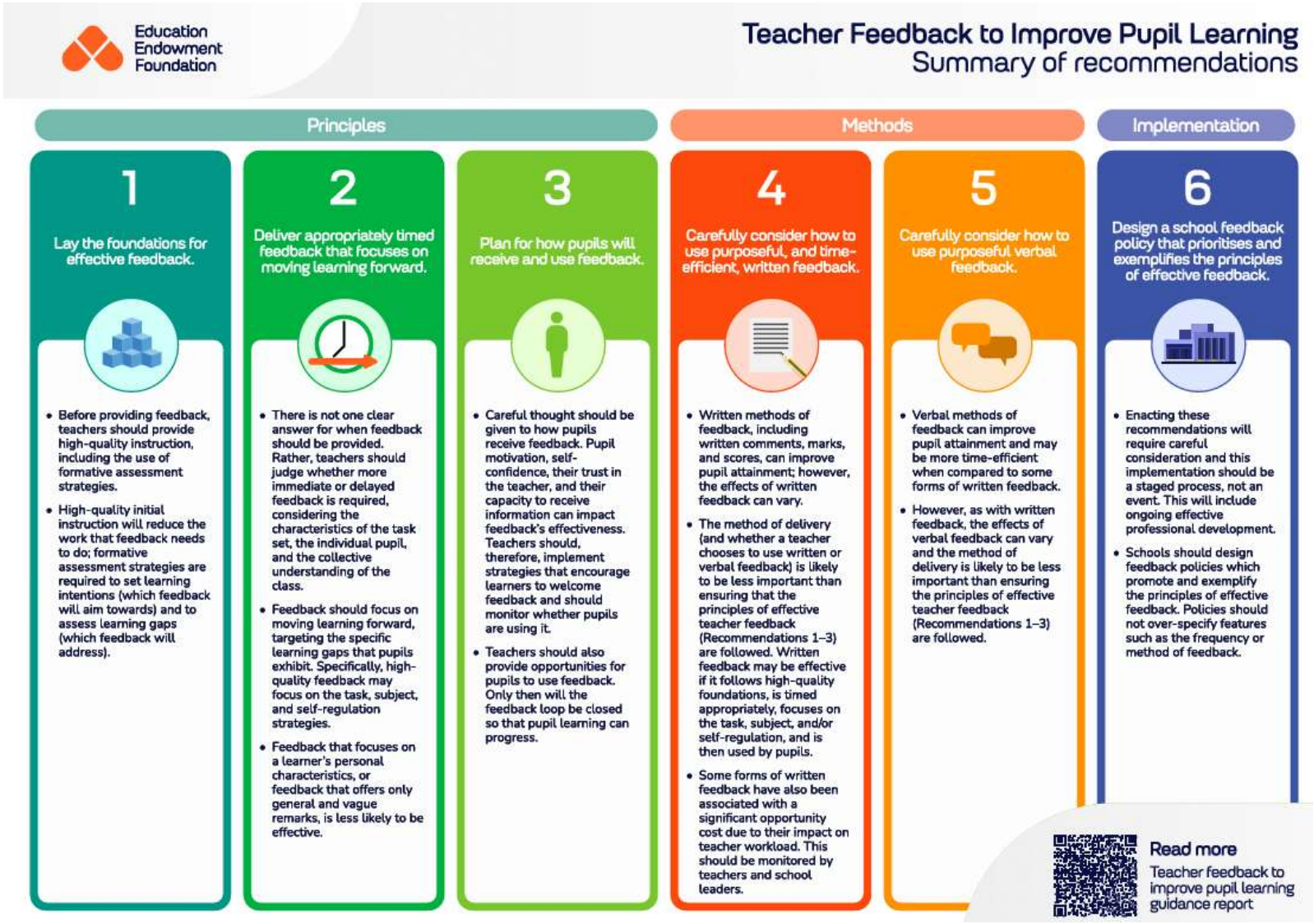
17. Links with Other Policies and Documents

- EET Teaching and Learning Model
- EET Assessment Policy / Assessment Framework
- EET SEND / Inclusion Policy
- SEND Information Report
- EET Positive Behaviour Policy
- EET Equality Policy
- EET Child Protection and Safeguarding Policy
- EYFS Statutory Framework, where applicable

Appendix 1 – School Specific Marking Code

Westleigh's Marking Code	
Code	**Meaning**
✓	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome. (Black EYFS / KS1/ KS2)
	Work which demonstrates that a pupil has exceeded an element of success criteria, demonstrated a particular skill or achieved the intended outcome.
	Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation, poor word choice, specific calculation error etc)
SP	Incorrect spelling. This will be used selectively when marking work, focusing 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 underlined in black and may be accompanied by the correct spelling In KS2, this will be underlined in black with sp in the margin. Pupils in KS2 will ordinarily be expected to find the correct spelling using a dictionary (with support as necessary)
/	Finger space
//	New paragraph needed here
^	Missing word
	Incorrect or missing punctuation. Children will be expected to correct this
VF	There has been verbal feedback between the child and adult
S	Indicates that the work was completed with a level of adult support.
I	Indicates that the work was completed independently.
Further symbols / codes may be used in a manner which relates directly to success criteria used in the planning of written work,	

Appendix 2 - EEF Teacher Feedback to Improve Pupil Learning Recommendations



Appendix Three – Feedback Planning Grid

This grid is an optional professional tool that schools or teachers may use to organise feedback following review of pupils' work. It is not a Trust recording or monitoring requirement. Teachers may use this format, adapt it, use another system or simply hold the information in their professional knowledge.

The purpose of the grid is to help teachers identify the most important learning to address and decide whether feedback is best provided to the whole class, a group, individual pupils or through further teaching. It may be completed on paper, electronically, through notes or in another agreed format.

The completed grid does not need to be retained as evidence of feedback.

Whole Class Successes	**Whole Class Concerns**
Individual Successes	**Individual Concerns**
Group Concerns	**Presentation / SPaG Issues**

Appendix 4 – Feedback Approaches at a Glance

	Immediate Feedback	Summary Feedback	Review Feedback
When?	During teaching or while pupils are working	At the end of a lesson, task or learning sequence, or once evidence has been gathered	After the learning activity, away from the point of teaching
Main purpose	Respond to learning in the moment and help pupils move forward immediately	Identify patterns in learning and decide what needs to happen next	Respond to specific learning identified through reviewing work
Usually	Individual pupils, groups or the whole class	Whole-class, group or shared response	Individual or smaller-scale response
Teacher focus	What do I need to address, clarify, model, support or challenge now?	What has the class or group understood, and what do we need to do next?	What does this pupil or group need to know, do or practise next?
Typical responses	Questioning, prompting, modelling, explanation, correction, scaffolding, support or challenge	Reteaching, retrieval, discussion, further practice, ELO or adapting the next lesson	Written annotation, correction, improvement, reflection, further practice or a specific next step

Appendix 5 – School Presentation Guidelines