

Misterton Primary and Nursery School

Marking and Feedback Policy

2026-27



At Misterton Primary School the sole purpose of marking is to support the children as learners and is only ever for the child. Feedback takes on various forms and is always best done in partnership with the child.

We endeavour to build the child's **Take Care** way of working and by providing profound and extra ordinary experiences, the child can **Be Exceptional**. Feedback is the support to achieving this.

We believe the best feedback is that of the child to the teaching team.

Why is feedback so important?

- It gives meaningful feedback to the child about their learning
- It maximises learning potential to **Be Exceptional**
- Child is at the centre of the learning
- Helps the child learn how to be the best learner they can be, building them **Taking Care of themselves and their learning**.
- Informs the teaching teams planning by highlighting areas for development, misconceptions and clear improvements, including ways to take the learning to a **Beyond Expectation** journey and outcome
- Informs progress assessments
- Gives meaningful purpose to communication between the learners and teaching team, building **Relational Teams**

What should feedback look like in the classroom?

- Dialogue-everyone talking about their learning and next improvement steps
- Discussion about how to make the work **exceptional**, which may include redrafting, rewriting
- Learning continually being evaluated and adapted (timetable, planning, live marking)
- Ongoing observations of and listening to children (building on best practice from EYFS)
- Children clear about where they are now, where they need to get to and how to get there
- Children as active learners
- Questioning between children and adults/ children and children
- Regular purposeful learning conversations with individuals, groups and whole class
- Children developing an understanding of what high quality learning looks like
- Ongoing modelling and/or coaching in self and peer assessment
- Immediate at the point of learning

Methods of feedback

Verbal with written

Through observation, class discussion and children interviews, it has been established that verbal feedback is the most effective form of feedback in helping the child to understand where they have succeeded and what needs improvement.

The quality of feedback is crucial: using high order questioning, modelling and exemplification should be on going as the children work. This enables immediate experiment with and development and implementation of new learning.

Verbal

Children will receive verbal feedback through the lesson with the teacher and teaching team walking around the class and having meaningful discussion. From this, the children will be able to articulate how to improve their work. There is an assumption that children receive feedback at the point of learning. Verbal feedback happens continually through the teaching team looking at the work, at the point of learning. There is not a need for written evidence of this.

Written marking notes

Where written feedback is used, it should be recorded in a manner suited to the child as their understanding this is the only reason for written marking. All learning will receive a tick as acknowledgement that the teaching team have seen the end result of learning following the verbal discussion during the lesson. Pink pen marking will be used for positive comments and green for comments that grow the child's learning.

Teaching teams will use Live Marking sheets to record individuals, groups or whole class learning which needs further teaching. How these are used is the choice of the individual teaching team as it is the formative on going assessment to support planning and future teaching.

Child-led feedback

Children can be taught how to respond and give feedback on their learning to support the teacher in their planning and assessments. This is verbal and not written.

Self-Marking

Completed within the lesson, self-marking provides children with immediate feedback enabling them to correct work, check methodology, seek advice or support and make improvements while the objective and process are most relevant. Mathematics is a useful place to teach this to the children. Marking their own work allows time to reflect upon their progress towards their learning goals. For self-review this should be done alongside the success criteria which should be displayed on the board, with the Learning Objective. The teacher will always check and acknowledge this work.

Peer feedback

This provides opportunities for the children to write for a different audience consider their own goals and develop language of learning to progress their own learning and add depth to this.

Three children will work as a peer team for editing and improving work. Only the child who owns the work will write on their work.

Blue pens/ pencils

Blue pens/ pencils are used by the children to polish their work and improve this in correcting and editing. This provides the teaching team with the progress in thinking that has taken place at the point of learning.

In English books, the child will write on the right hand page and leave the left hand page for editing. This is when large pieces of writing are being completed.

Ongoing research

This policy change has come through the training from Shirley Clarke alongside the teams own experiences and knowing what works for the children of Misterton Primary. This is ongoing and will

be reviewed and adjusted to be as effective as possible for the children. The schools CPD on Take Care learning and exceptionality works alongside all learning.

What you will see:

Learning Objective on the board and success criteria

In books children will write a short title that reflects the lesson

Tick next to the title to indicate Learning has been achieved

What you might see:

Questions the children have asked the teacher- child feedback to the teacher.

Written examples where the teaching team have modelled learning during the lesson.

Self-improvements and editing by the child written in blue to 'polish' their work.

Stickers when the whole class have been rewarded for their learning.

What you will not see:

Meaningless comments such as 'good work'

Stickers which are only given to some children.

Children writing in each other's books.