





Gateway Primary School Policy Cover Sheet

Policy Name:	Marking and Feedback Policy
Adopted at / by:	FGB
Signed on behalf of the Governing Board	
Name:	Kevin Moyes
Date:	December 2025
Signed on behalf of Headteacher:	
Name:	Kayleigh Anstee
Date:	December 2025
Review period:	1 year
Date of next Review	December 2026

Introduction

At Gateway Primary School, we believe that timely marking and/or feedback is a highly effective method in aiding pupil progress. We feel that face to face, or live, marking during the lesson, where children can see what they have done well and can be modelled what needs to be done next, has the greatest impact on a child's learning. Using the teacher's feedback to further progress is the ultimate goal.

Aims

Feedback should:

- Give children meaningful feedback based on the lesson and subject aims.
- Identify mistakes or misconceptions, allowing children to make corrections.
- Give guidance for children to make improvements and demonstrate progress.
- Encourage children to self-check their own and other's work.
- Show high expectations from adults in school.
- Respond to both the lesson objective and the consistent application of basic skills, appropriate for the stage/age of the child.

Key Principles

Feedback should be:

1. Meaningful – appropriate to the subject, lesson and learning. It should respond to the needs of the individual with the single purpose of advancing progress for that child. It should reflect high expectations from staff.
2. Manageable – teacher's workload should not be significantly increased due to the marking policy nor should it interfere with flow of a learning journey over time.
3. Motivating – children should be encouraged by the feedback received to continue with the learning, improve and show further progress.

Children should be explicitly taught to check their own work so all work is completed to the highest standard for each child. Excessive marking/feedback due to poor self-check should not be undertaken.

We recognise that feedback can take many forms including:

- Oral feedback given by a teacher or teaching assistant to a whole class, group or individual before, during or after a lesson.

- Written feedback to individual children in a child's workbook.
- Self-assessment which children conduct from their own work.
- Peer assessment in groups or pairs.

Oral Feedback

It is expected that staff will give regular, motivating verbal feedback during all lessons. Teaching staff should verbally acknowledge good examples of the learning by individuals or groups, sharing out loud specific examples where appropriate. Eg 'Let's all listen to the wonderful vocabulary choices John has used in his introduction.' This verbal feedback gives specific confirmation to John and gives other children an opportunity to show further progress.

Pit stops should be used regularly in lessons to address basic skills such as spelling, punctuation etc.

Teaching staff should be sensitive to each child's response to oral feedback and where more appropriate, use written feedback or oral feedback at a different time.

Group or whole class oral feedback may be appropriate following a lesson, before teaching the next steps. This may address a whole class misconception or success.

Written Feedback

Over the shoulder, or 'live' marking, should be used often to move children's learning on within a lesson. Using 'got it green' or 'think pink' highlighting, teaching staff should make it explicit to children what is working well. A line of green highlighter should be used to show the evidence against the learning objective. A pink highlighter dot should be used to show children where an improvement can be made, followed with an oral instruction. Eg, pink dot under a number 3 reversal 'look carefully at your number line and correct this number.' Children should respond to 'think pinks' during the lesson where possible. In KS2, children will use purple editing pens to develop and improve their work following feedback.

Any further written comments not in highlighter should be done in blue pen. These should allow the child to further progress and should not be a repeat of earlier oral feedback.

Detailed written marking is not expected as regular practise but may be necessary at the end of a learning journey or unit of work.

Self-Assessment

During lessons, and at the end of lessons, children have opportunities to check, correct and improve their work. All children are to be trained to proof-read their work, identifying errors in basic skills and correcting themselves. Pupils are also developed to strive for their best in all lessons, therefore adapting and improving their work

through the use of the working walls, lesson scaffolds and through the oral feedback of teaching staff.

Peer or Group Assessment

Through training in self-assessment, children should be encouraged to peer assess work in pairs or small groups. This feedback should follow the success-criteria and lesson objective, allowing other pupils the chance to make immediate or next step improvements to their work. Teaching staff should encourage positive working relationships and constructive feedback. This may be more effective and constructive in older year groups.