



Newlands CofE School Federation

A partnership of Shere and Clandon Schools

Feedback and Marking Policy

Our Vision

At Newlands CE Federation, we believe that effective feedback is an essential part of high-quality teaching. It enables children to recognise success, address misconceptions and take the next step in their learning.

Feedback is most effective when it is timely, purposeful and responsive. For this reason, most of the feedback at our schools takes place during lessons through skilled questioning, discussion, modelling, live marking and responsive teaching. Written marking has an important role but is only used where it will have a clear impact on pupils' learning.

Assessment, retrieval practice and feedback are closely linked. Teachers routinely use retrieval activities to check what pupils know and remember, enabling them to adapt teaching, address misconceptions and build secure long-term learning.

Our approach is informed by the Education Endowment Foundation's guidance on teacher feedback and the Department for Education's workload principles, recognising that effective feedback should improve learning while remaining meaningful, manageable and motivating for both pupils and staff.

Principles

At Newlands we believe that:

- High-quality teaching is the greatest driver of pupil progress.
- Formative assessment informs responsive teaching throughout every lesson.
- Feedback should move learning forward rather than simply evaluate completed work.
- Pupils should be given opportunities to respond to feedback and improve their work.
- Feedback may be verbal, written, practical or demonstrated by adults or peers.
- Written marking is only used where it adds value beyond immediate classroom feedback.

- Teachers exercise professional judgement when deciding how and when feedback is given.
- There is no expectation that every piece of work receives written comments.

Feedback in Practice

Feedback happens continuously throughout the school day.

Teachers regularly:

- question pupils to check understanding
- address misconceptions immediately
- adapt teaching in response to assessment
- model successful learning
- provide verbal guidance during lessons
- celebrate success and effort
- provide appropriate challenge
- encourage children to reflect on and improve their own learning.
- use retrieval practice to revisit and strengthen prior learning.

Children are expected to engage with feedback by discussing, editing, improving and applying it in subsequent learning.

Types of Feedback

Responsive Feedback

This is our most common form of feedback.

It happens during learning through:

- questioning
- discussion
- live marking
- verbal feedback
- modelling
- guided practice
- additional support or challenge.

Responsive feedback allows misconceptions to be addressed immediately and has the greatest impact on learning.

Review Feedback

Following a lesson, teachers review pupils' work to identify strengths, misconceptions and next steps.

This may lead to:

- adaptations to future planning
- reteaching of concepts

- targeted intervention
- additional practice
- written annotations where appropriate.

Written Feedback

Written feedback is used selectively.

Teachers may provide written feedback when it:

- cannot be addressed effectively during the lesson
- supports independent improvement
- identifies misconceptions requiring further attention
- provides useful guidance for future learning.

There is no expectation that teachers provide lengthy written comments.

Self and Peer Assessment

Children are taught how to evaluate learning thoughtfully and respectfully.

They are encouraged to:

- identify strengths
- explain their thinking
- ask questions
- suggest improvements
- edit and improve their own work.

Peer feedback is carefully modelled and should always be:

- kind
- specific
- helpful
- focused on the learning intention.

Editing

Editing is an important part of the learning process.

Teachers explicitly teach children how to improve their work through:

- rereading
- checking against success criteria
- correcting misconceptions
- improving vocabulary
- refining presentation where appropriate.

Editing should improve the quality of learning rather than become an additional task.

Whole-Class Feedback

Teachers may use whole-class feedback where common misconceptions are identified.

This may include:

- revisiting learning
- modelling improvements
- guided practice
- additional examples
- targeted questions.

Whole-class feedback often has greater impact than repeating the same written comment in multiple books.

Marking

Where written marking is appropriate:

- teachers use the agreed Federation marking code;
- annotations are brief and purposeful;
- marking supports learning rather than records it;
- spelling, punctuation and presentation are addressed proportionately and in line with curriculum expectations.

Teachers use professional judgement to decide when written marking is necessary.

Early Years Foundation Stage

Feedback in the Early Years is predominantly verbal and immediate.

Adults use questioning, modelling and interaction to extend children's learning through play and adult-directed activities.

Written comments are kept to a minimum and only where they support children's learning or contribute to assessment.

Monitoring

Leaders monitor the effectiveness of feedback through:

- lesson visits
- learning walks
- pupil discussions
- work scrutiny
- professional dialogue.

The focus is on the impact of feedback on pupils' learning rather than the quantity of written marking.

Review:

The Governing Body first adopted this policy on 21st April 2021.

The Children and Learning Committee are responsible for the review of this policy. This policy is based on a template from the Key for School Leaders.

Date of last review: Summer 2026

Date for next review: Summer 2028