Janvrin School



Effective Marking and Feedback Policy

Reviewed May 2026

1. Rationale

At Janvrin, we recognise that effective feedback is one of the most powerful influences on learning and achievement (Hattie & Timperley, 2007). Our marking and feedback practices are designed to: - Maximise pupil progress

- Promote pupil independence and reflection
- Inform future teaching
- Reduce unnecessary workload for staff

This policy is underpinned by research from the Education Endowment Foundation (EEF), which shows that feedback can lead to +6 months of additional progress when implemented effectively.

2. Principles of Effective Feedback

We follow the EEF's guidance that feedback should be:

- Specific, accurate and clear
- Timely and actionable
- Focused on moving learning forward
- Delivered in a manageable and motivating way

"The sole focus of feedback should be to further children's learning. Evidence of feedback is incidental to the process." – Edgewood Primary School

3. Types of Feedback

We use a range of feedback strategies, including:

- Immediate (live) feedback: Delivered during the lesson to address misconceptions and guide learning in real time.
- Summary feedback: Given at the end of a lesson to reflect on learning outcomes.
- Review feedback: Provided between lessons to inform future planning.

"Feedback delivered closest to the point of action is most effective." – EEF Guidance

4. Marking Practices Marking should be:

- Meaningful: Varies by age KS1,KS2, subject, and pupil need.

- Manageable: Avoids excessive written comments; prioritises impact over volume. - Motivating: Encourages pupils to take ownership of their learning.

-Ticks should not be used to acknowledge work if it is not correct

"If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges." – Northern Saints Primary

Teachers mark in purple pen to ensure clarity and consistency. Pupils use green pen for self and peer marking to distinguish their contributions and reflections.

5. Pupil Response and Engagement

Pupils are expected to:

- Act on feedback, given time to respond
- Use response strategies such as "Green pen" to show improvements
- Engage in peer and self-assessment to build metacognitive skills

"Feedback must empower a child to take responsibility for improving their own work." – *Malvern Primary School*

6. Staff Responsibilities

Teachers should:

- Use professional judgement to determine the most effective feedback method
- Ensure feedback is accessible and age-appropriate
- Use feedback to inform future teaching and planning

7. Monitoring and Review

This policy will be reviewed annually. SLT will monitor its implementation through book looks, pupil voice, and lesson pop-ins, ensuring it aligns with our school's priorities around inclusive practice and oracy development.

Marking codes

Learning-Focused Codes

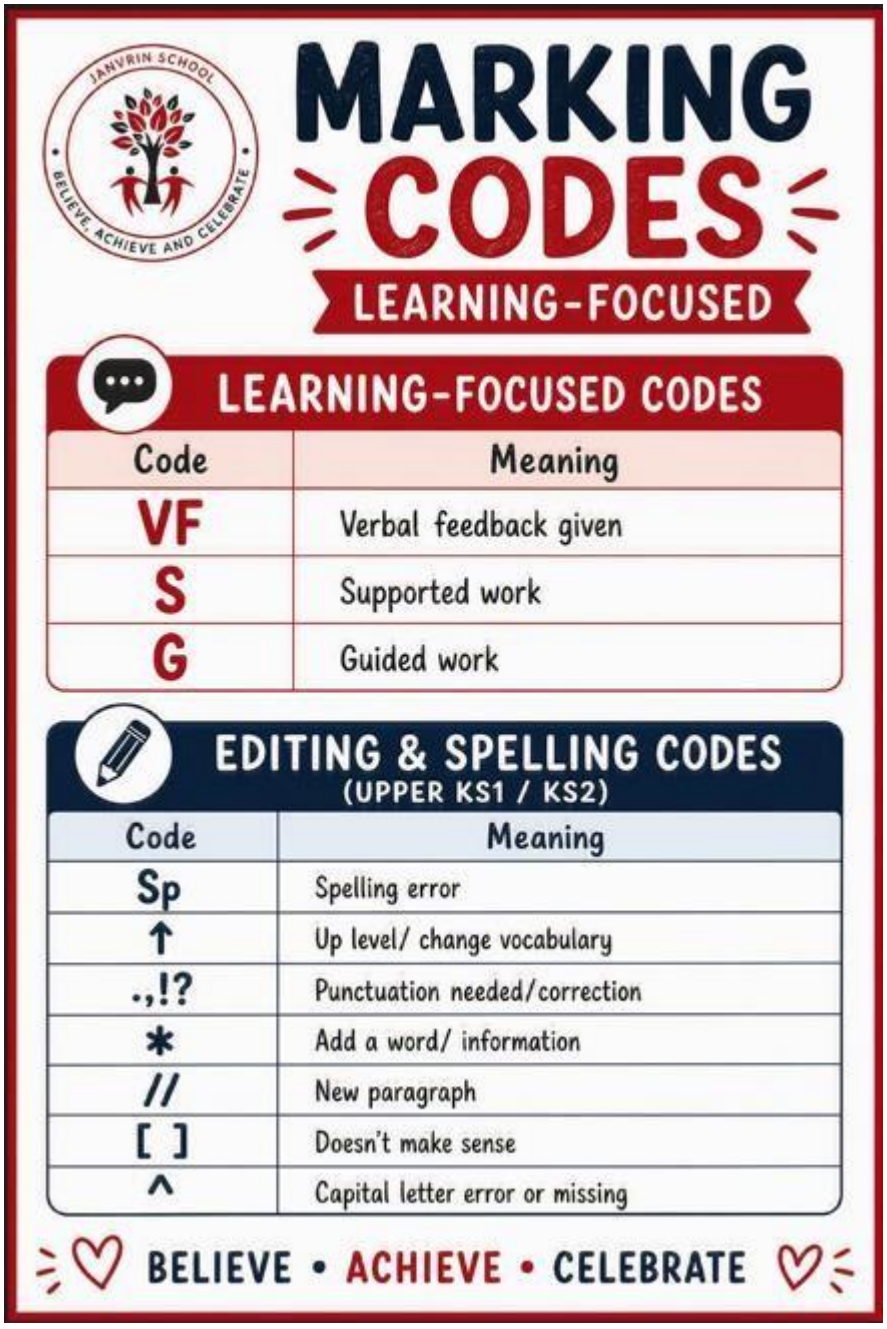
Code	Meaning
VF	Verbal feedback given
S	Supported work
G	Guided work

Editing & Spelling Codes (Upper KS1 / KS2)

Code	Meaning
Sp	Spelling error
↑	Up level/ change vocabulary
.,!?	Punctuation needed/correction
*	Add a word/ information

//	**New paragraph**
[ ]	**Doesn't make sense**
^	**Capital letter error or missing**

Codes should be taught and displayed in classrooms.



Further information:

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