

Fair Oak Junior School

Marking and Feedback Policy 2026

Purpose

At Fair Oak Junior School, the purpose of marking and feedback is to **improve pupils' learning**. It is based on ensuring that pupils understand:

- What they have learned successfully;
- Where there are misconceptions or errors;
- What they need to improve;
- How they can improve;
- How they can apply feedback to future learning.

Effective feedback should help pupils become increasingly independent and reflective learners.

Our approach is underpinned by the principle that feedback should be **meaningful, manageable and motivating**.

Our Principles

Teachers will:

- Routinely assess pupils' learning during lessons;
- Respond to misconceptions and gaps;
- Provide feedback where it will improve learning;
- Give pupils opportunities to act on feedback;
- Use assessment to adapt future teaching;
- Ensure pupils' work is acknowledged appropriately.

When school leaders are judging the effectiveness of teachers' feedback, they are not primarily looking at how much marking is in books. Instead, they ask the questions:

- Do children know what they are learning?
- Does the teacher identify misconceptions?
- Does teaching change in response?
- Can children explain how they are improving?

- Are mistakes being addressed?
- Do children have opportunities to improve?
- Is progress evident over time?
- Are vulnerable/SEND children getting the feedback they need?

Excellent Teaching and Formative Assessment Come First

Teachers should establish what pupils know, understand and can do. Throughout a sequence of learning, teachers should use formative assessment to identify:

prior knowledge	misconceptions	pupils who require additional support
emerging understanding	gaps in knowledge or skills	pupils who are ready for greater challenge

Feedback should therefore form part of a wider cycle:

Teach → Assess → Identify → Feedback → Respond → Reassess → Adapt teaching

Our Core Principle: Feedback, Not Marking

Marking is the process of reviewing pupils' work. Feedback is information that helps pupils understand how their learning relates to the intended learning and what they should do next in red pen.

Not every piece of work needs written comments. However, it must be acknowledged. In Foundation subjects and guided reading this might simply be LI marked as achieved ✓, partially achieved • or not achieved / experienced ___ as appropriate. Teachers should use their professional judgement to select the most appropriate form of feedback for the learning taking place.

Feedback may be provided through:

verbal feedback	whole-class feedback	worked examples	quizzes and retrieval activities
questioning	written comments	self-assessment	teacher-led correction
live marking	modelling	peer assessment	targeted intervention

Feedback Should Move Learning Forward

Effective feedback should provide pupils with information that is useful for improving their learning.

It may relate to:

the task	a misconception	the next step required
subject knowledge	the pupil's learning strategy	Feedback should be specific and actionable rather than simply evaluative
the learning process	the quality of an explanation or response	

A teacher might say:

"You have explained what the character did. Now add evidence from the text to explain why they made this decision."

In mathematics:

"You have used the correct method. Check questions 4 and 7 carefully. Look at where you exchanged tens for ones."

The purpose is to help pupils understand **what they have done, what needs improving and what they should do next.**

Feedback Should Be Timely

There is no school-wide requirement that teachers provide feedback at an arbitrary frequency.

Teachers should instead consider:

When will feedback have the greatest impact on this learning?

- During the lesson, when a misconception can be corrected immediately;
- During guided practice;
- At the end of a lesson, when assessment can identify the next teaching point;
- At the beginning of the following lesson, when pupils can act on feedback;
- After a significant piece of writing, when pupils have sufficient knowledge to improve it;
- Before a subsequent unit, when assessment can inform future teaching.

The timing and frequency of feedback is therefore be determined by **professional judgement and educational purpose.**

Feedback Must Be Actionable

Feedback has greatest value when pupils understand it and can do something with it.

Teachers should ensure that feedback is:

clear	related to the intended learning	achievable
specific	appropriate to the pupil's level of understanding	focused on an important aspect of learning

Feedback should avoid creating unnecessary cognitive load through excessive written commentary or multiple targets at once.

Teachers should prioritise the feedback that is most likely to improve learning.

Pupils Must Have Opportunities to Respond

A central expectation of this policy is that pupils must have opportunities to **act on feedback**. A good time to do this might be at the beginning of the next lesson or during SODA time.

Teachers should routinely provide opportunities for pupils to:

correct misconceptions	edit and redraft writing	explain their thinking	apply feedback in a new context	demonstrate improved understanding
improve an answer	complete a similar problem	practise a particular skill	respond to a question or prompt	

The response to feedback may take place immediately, later in the lesson, during the following lesson or within subsequent learning with a purple pen.

The key principle is:

Feedback should lead to action and improved learning.

Live and Verbal Feedback

Live and verbal feedback should be a normal part of classroom practice.

Teachers should use approaches such as:

questioning	immediate correction	modelling	prompts	scaffolding	mini-plenaries	conferencing	targeted discussion
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Whole-Class Feedback

Whole-class feedback should be used intelligently where common patterns in pupils' learning make it more effective than individual written comments.

For example, following lesson, a teacher may identify:

What went well

Common misconception

Our next step

The teacher can then address the common misconception through explicit teaching and provide pupils with an opportunity to apply the learning immediately or at some later time.

Whole-class feedback should not become a substitute for responding to individual needs where those needs are significantly different.

Sheets used to model whole class feedback can be put on the working wall for children to use in the future.

Assessment Should Inform Teaching

Teachers should use pupils' work and responses as evidence to inform subsequent teaching.

After reviewing learning, teachers should consider:

What does this tell me about what I need to teach next?

For example:

Evidence from pupils	Possible teacher response
Most pupils are secure	Move on or increase challenge
A small group is insecure	Provide targeted intervention
Individual pupils are significantly confused	Provide individual support
A common misconception is evident	Re-teach explicitly

Self- and Peer-Assessment

Self- and peer-assessment should be explicitly taught and should form part of pupils' development as independent learners.

Pupils need to understand:

- What quality looks like, what they are learning, how to use success criteria, how to identify misconceptions, how to give constructive feedback and how to improve their own work.

Adaption and Equity

Feedback should reflect the needs of individual pupils. Equity does not mean that every pupil receives identical marking or feedback.

Some pupils may require:

- Immediate verbal feedback, additional modelling, worked examples, scaffolded prompts, more frequent checking, additional practice or carefully targeted written feedback.

Other pupils may benefit from:

- Greater independence, reduced scaffolding, challenging questions, opportunities to explain, justify or generalise or feedback that encourages transfer to a new context.

The aim is to provide **the feedback each pupil needs to make progress**, rather than identical feedback for all.

Subject-Specific Expectations

English – Selective and Purposeful Marking

Teachers should mark selectively and proportionately. This might depend on the LI of the lesson and/or the child's learning needs.

Where detailed marking is likely to improve learning, teachers should invest the necessary time. For example, following a significant piece of writing, the teacher may focus on:

- Composition;
- Sentence structure;
- Vocabulary;
- Grammar;
- Punctuation;

- Spelling;
- Effect on the reader
- Organisation and coherence.

Pink highlighter – improvement required / Green highlighter – feature used well

Teachers do not need to correct every spelling mistake, punctuation error or grammatical feature in every piece of work.

Three is the magic number for spellings. Rather than overwhelm the children by identifying every incorrectly spelt high frequency word, choose the most important 3 for that child. The child should copy out the word three times underneath the writing. This will serve as a reminder that the spelling of basic words is not yet secure and that these words are key to learn and, in some cases, ones to revisit.

The **purpose of the marking should determine its depth**. Teachers should prioritise the aspects of writing most relevant to the intended learning.

Mathematics - Selective and Purposeful Marking

Feedback should prioritise:

- Misconceptions;
- Mathematical reasoning;
- Conceptual understanding;
- Representations;
- Calculation accuracy;
- Explanation and justification;
- Efficient strategies.
- Mathematical vocabulary

Teachers should seek to understand pupils' mathematical thinking rather than simply identify whether an answer is correct or incorrect. Teachers and LSA's may make use of whiteboards during guided inputs to support with formative assessment alongside use of concrete resources before work is completed independently in books. Children's progress will be evidenced in accuracy over time and not every lesson requires evidence in books through the use of worksheets/photographs.

Science

Feedback may focus on: scientific knowledge, misconceptions, scientific vocabulary, explanations, interpretation of evidence, scientific reasoning, practical enquiry.

Foundation Subjects

Feedback should primarily reinforce the disciplinary knowledge and skills that pupils are learning.

Marking Codes

Marking codes should be minimal, consistent and meaningful.

Where used, the following codes must be applied:

- ✓ – correct/secure;
- ? – think again/check;
- **SP** – spelling;
- **P** – punctuation;
- **CL** – Capital letter
- **VF** – verbal feedback;
- **G** – Group/guided
- **S** – Supported

Teachers should avoid the overuse of codes where a verbal explanation, modelling or direct teaching is more effective.

Review of the Policy

This policy will be reviewed periodically to ensure that it continues to reflect effective evidence-informed practice, the needs of pupils and staff, and the priorities of Fair Oak Junior School.

The school will seek to ensure that its approach remains focused on the fundamental purpose of feedback:

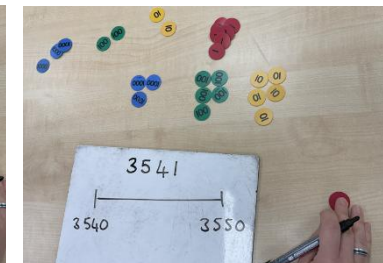
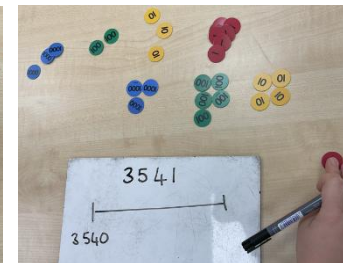
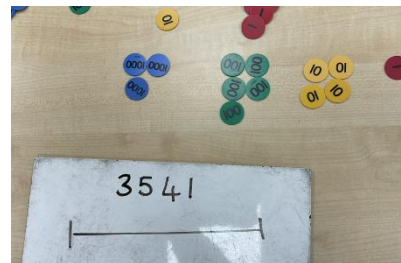
To help every pupil understand where they are in their learning, what they need to do next, and how to improve.

Appendix 1. Maths

Step 11 - LI: Round to the nearest 10, 100 or 1,000	Teacher	Date
Success Criteria - I can round numbers up to 1,000,000 to the nearest 10, 100 and 1,000. - I can use a number line to help me decide which multiple a number is closer to when rounding. - I can explain that when a number is exactly halfway between two multiples, I round to the next multiple.		
Vocabulary place value digit thousands ten thousands hundred thousands millions number numeral partition multiple half-way		
If the number is exactly at the midpoint, we always round to the next multiple.		
1 Use the number line to help you complete the sentences.		
63 rounds to to the nearest 10		
74 rounds to to the nearest 10		
67 rounds to to the nearest 10		
78 rounds to to the nearest 10		
2 Round each number to the nearest 10		
a) 48 548		
248 1,748		

Exit task – after modelling

	Previous multiple of 10	Next multiple of 10	Previous multiple of 100	Next multiple of 100	Previous multiple of 1000	Next multiple of 1000
3,541						
12,344						
51,436						
19,140						
124,231						
324,025						



When mistakes or misconceptions occur marking / feedback may look like the examples provided below.

“What is the difference between the two multiples? What should it be?”

“Is that a multiple of 10? How do you know?”

Appendix 2. English/Guided Reading

DATE: 25.9.26

Teacher: _____

STEP 5
All punctuation for speech has been missed out. Using a purple polisher, mark in the missing punctuation.

The troll roared and waved my bridge. He hollered: "His club! How dare you tip-tap across!"

"I'm a very little goat, not much of a meal for a troll like you. There's a much bigger goat coming behind me," said the Little Billy Goat Gruff.

Write one line of speech to show what one goat might be saying to the other goat and punctuate correctly.

*I never saw a purple cow.
I never saw a purple cow.
I never hope to see one.
But I can tell you, anyhow,
I'd rather see than be one!*

We have to get over the bridge without the troll seeing us. I shouted the big billy goat worriedly.

We made it across, so I should too," said the big billy goat proudly.

2B - Select and Retrieve 2D - Inference and deduction
U: To infer what is happening in the story
Lesson 5 (E)

Date: 28-9-26

	Teacher	Pupil
1. I can answer questions about a text		✓
2. I can make inferences based on clues in the pictures and text	✓	✓
3. I can make predictions about what might be happening in a story	✓	✓

My effort today: Needed to be better Was good Gave me a 'Sense of Pride'

1. Who do you think the other people are in this picture? Strangers/refugees

I think the other people in this picture are refugees who have fled their homes due to war or natural disaster.

How do you think the people in the picture are feeling? How do you know?

I think the people are feeling upset because they are looking down at the floor with sad faces.

I know this because they are looking down at the floor with sad faces.

Where are these trucks going and what are they taking?

I think the trucks are going to the refugee camp and are carrying supplies.

2B - Select and Retrieve 2D - Inference and deduction
U: To infer what is happening in the story
Lesson 5 (E)

Date: 28-9-26

	Teacher	Pupil
1. I can answer questions about a text	✓	✓
2. I can make inferences based on clues in the pictures and text	✓	✓
3. I can make predictions about what might be happening in a story	✓	✓

My effort today: Needed to be better (Was good) Gave me a 'Sense of Pride'

1. Who do you think the other people are in this picture? Strangers/refugees

I think the other people in this picture are refugees who have fled their homes due to war or natural disaster.

How do you think the people in the picture are feeling? How do you know?

I think the people are feeling sad because they are looking down at the floor with sad faces.

I know this because they are looking down at the floor with sad faces.

Where are these trucks going and what are they taking?

I think the trucks are going to the refugee camp and are carrying supplies.

Appendix 3. Foundation/Science

U: To explain how planting trees is an effective way to reduce the impact of carbon dioxide on climate change. Date: 24/09/26

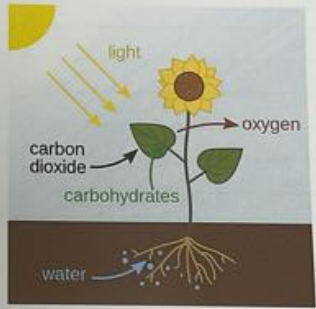
1	I can recognise that planting trees can reduce the effect of carbon dioxide on climate change.	✓
2	I can explain how planting trees can reduce the effect of carbon dioxide on climate change.	✓

Name 2 challenges caused by climate change:

1. Drought
2. Lack of food

Why is planting trees good for the environment? What happens to the carbon dioxide? What do trees provide for animals?

Trees use carbon dioxide for photosynthesis. Trees are also good habitats for animals.



What happens if deforestation happens? Why is this a bad thing?

When deforestation happens, animals lose their habitats. Why is this bad for animals?

U: To identify electrical appliances Date: 9/9/26

1	I can recognise an electrical appliance and explain what one is	✓
2	I can sort electrical appliances depending on if they are battery or mains powered	✓

My effort today: Needed to be better Was good Gave me a 'Sense of Pride'

Retrieval task

Think back to the plant topic in Y3. Can you match up the flower part with its role?

flower	has seeds inside.
The stem	helps to make the fruit.
The root	holds the plant up.
The fruit	takes in water.

Vocabulary:

Battery - one or more cells in which chemical energy is converted into electrical energy and used as power.

Electricity - a form of energy that can be carried by wires and is used for heating and lighting, and provide power for devices.

Energy - the power from sources such as electricity that makes machines work or provides heat.

Mains - where the supply of water, electricity, or gas enters a building.

Electrical appliance - (Add your own definition here at the end of the lesson)

A device that turns electricity into heat, sound, light or movement.

Non-electrical appliances	Mains powered electrical appliances	Battery powered electrical appliances
   	      	   

Explain your reasoning as to why you have put each in the middle.