



Feedback Policy 2026_{v1}

This policy is reviewed annually and was agreed by the Governing Body of Newcroft Primary Academy on 23rd March 2026.

Signed:

Chair of Governors

Date:

This feedback policy is designed to be meaningful, manageable and motivating. Newcroft Primary Academy has a whole-school approach to marking and feedback. Marking and feedback is consistent across year groups, developmental across the age-ranges and consistently applied by those working with children in school, including support staff. Workload has been carefully considered in the development of the policy. Quality first teaching is at the core of the school's practice and 'live' feedback, whether that be marking or verbal, is considered to have the most impact on pupil progress.

This policy has been designed based on evidence-based research into marking and feedback and national reviews of workload and pupil progress. The views and ideas of Trust peers, governors, Newcroft teachers and pupils have been considered.

Research by the Education Endowment Foundation (April, 2016) shows that effective feedback should:

- Redirect or refocus either the teachers' or the learners' actions to achieve a goal;
- Be specific, accurate and clear;
- Be given sparingly so that it is meaningful;
- Provide specific guidance on how to improve;
- Put the onerous on the students to correct their own mistakes;
- Alert the teacher to misconceptions that they can address;
- Provide pupils with the metacognitive language to manage their own learning, which includes the skills of setting and monitoring goals, assessing progress and identifying strengths and challenges.

Staff Training

Staff take part in regular training sessions on feedback. This ensures consistency in the school's approach and adherence to the policy, securing positive workload management.

Types of Feedback

Every piece of work should be marked, acknowledged, or talked about with pupils, individually or as a class. This will ensure that pupils feel their work is valued and helps to maintain high expectations of pupils' work.

Live Marking 'Smarking'

The school encourages as much feedback as possible to be carried out within the lesson. Live marking or 'smarking' (smart marking) has the most impact on pupil progress.

Self and Peer Assessment

The school recognises self and peer marking as a valuable tool in moving learning forward. Lessons may contain opportunities for children to evaluate and assess their own work using metacognitive language. If a child identifies an incorrect answer in their own work or in their partners work, they put a dot next to the answer with pencil. This allows the child the opportunity to correct their work.

Formative Assessments

Teachers use formative assessments, such as questioning, small group work, whole class feedback and low stakes quizzing, to form their assessments of the children's understanding. They may also use the product of peer or self-assessment to make formative assessments. Feedback of this kind is continuous and instant. Teachers are not expected to write any dialogue in books as evidence of what has been discussed with the pupil or group of pupils.

Whole Class Formative Assessments

Teachers are encouraged, alongside the use of peer and self-assessment, to assess pupil progress in whole class sessions. For example, in a Maths lesson, a teacher may review the answers and working out, using pupils to support them in explaining how the answer was reached. Pupils may then mark their own work.

Summative Assessments

Summative marking may take place, for example at the end of a writing block (big write). It may take place at the end of maths lesson. Teachers are trusted to use their own judgement about when they feel summative marking may be the best tool to move learning forward. However, frequent or daily summative marking is discouraged.

Learning intentions (WAL)

Staff will share clear learning intentions and each lesson has a clear WAL (We Are Learning). In sketch books, pupils will write the date and the focus of the lesson.

Marking colours and their meaning

Staff mark using pink and green pen and use the marking symbols (see appendix) to ensure consistency across the school. Green may be used to identify correct answers. Pink is used to show where an answer is incorrect or to share a target for improvement or a next step to move learning forward.

Children use a red polishing pen/pencil to edit their own work in English lessons. Red pencils are used in Years 1 and 2, moving to pens in Year 3.

Levels of marking- A Guide for Staff

English

Staff should use whole class feedback, peer and self-assessment or smarking in all lessons. Every piece of work should be marked in one of these ways. No full piece of work will be peer or self-marked. Staff should give pupils pink feedback, where necessary, which they expect a response to, as appropriate for the piece of work and age range. At the drafting stage of a piece of writing, pupils should improve their work in red pencil/ pen and teachers should mark and give feedback in pink.

Writing books

A big write should be given a target to move learning forward. These should be revisited in the next piece of writing, where appropriate.

Foundation Subjects Learning Journeys

Learning Journeys may be used to record the written work produced in foundation subjects. Foundation subjects at Newcroft are planned to be as hands on and interactive as possible. Staff should use whole class feedback, peer and self-assessment or smarking in all lessons. Every piece of work should show acknowledgement from an adult and address any misconceptions relating to subject knowledge, as well as supporting the development of pupils' foundational skills. Where possible, staff should utilise opportunities to give live feedback during lessons to enable progress.

Sketch books

There is no expectation for sketch books to be marked by staff. Staff are expected to give live feedback during foundation subject lessons to enable progress. Peer and self-assessment may be used by pupils.

Maths

Staff should use whole class feedback, peer and self-assessment or smarking in all lessons. Every piece of work should be marked in one of these ways. No full piece of work will be peer or self-marked. Silver start extension challenges to stretch or broaden learning should not be peer or self-marked. Whole class challenges may be peer or self-marked. Staff should give pupils pink feedback, where necessary, which they expect a response to, as appropriate for the piece of work and age range.

Science

Science books may be used to record the written work produced in Science. Staff should use whole class feedback, peer and self-assessment or smarking in all lessons. Every piece of work should be marked in one of these ways. Staff should give pupils pink feedback, where necessary, which they expect a response to, as appropriate for the piece of work and age range.

Reception Work Books

In Reception, teachers may indicate errors in letter formation, GPCs or writing conventions by underline in pink and model the correction for the pupils as developmentally appropriate. Where the teachers deems appropriate, pupils respond to this in pencil.

Appendix 1 – Feedback Codes and Symbols

.	Pink dot to show an incorrect answer.
sp	Correct this spelling.
CL	Capital letters needed to be added or corrected in a red polishing pen.
p	Punctuation added or corrected, including full stops in a red polishing pen.
//	Start a new line or paragraph.
()	Brackets around a word, phrase or sentence that needs checking and editing for sense in a red polishing pen.
^	A word is missing that needs to be added in a red polishing pen or pencil.
T	Target