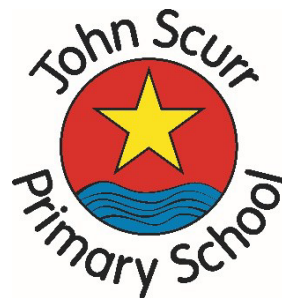


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Feedback & Marking Policy

Approved by:	Keeley Alborough
Last reviewed on:	July 2026
Next review due by:	July 2027
Ratified by:	

Vision and Rationale

Feedback is integral to improving pupil learning, securing knowledge, and developing independence within a knowledge-rich curriculum.

Evidence from the Education Endowment Foundation (EEF) indicates that effective feedback can lead to approximately +6 to +7 months' additional progress.

In line with Ofsted guidance, there is no expectation for a specific frequency or volume of marking; the focus is on impact.

Adaptive Teaching and Feedback

Feedback is part of adaptive teaching. Teachers check for understanding and respond through re-teaching, scaffolding, or extension.

Professional judgement determines when to intervene and when to allow practice.

Implementation: Feedback and Marking

All adults mark in blue pen. Pupils respond in green pen.

Green highlighter identifies strengths. Orange highlighter identifies errors.

A box is drawn around work requiring correction.

Example of Feedback in Practice

Example 1 – Writing:

The pupil writes: The dog runned fast.

- Teacher highlights 'runned' in orange: The dog runned fast. (Directing the child to the correction)
- A box is drawn around the sentence. The dog runned fast. (Encouraging a little more 'thinking hard' – this might be a sentence or a paragraph, depending on the child.)

Pupil edits in green: The dog ran fast.

Example 2 – Maths:

The pupil calculates: $34 + 28 = 52$

Teacher highlights the total: $34 + 28 = 52$

Pupil corrects in green: $34 + 28 = 52$ 62

Green highlighters are used to

Pupil Response

Time is given for pupils to read and respond to feedback. Responses must demonstrate improved understanding.

Pupils always share their feedback with their partner/children on their table so that good practice is shared and children are able to make in the moment changes, even before an adult has given them individual feedback. Eg, "Tom highlighted this green because I explained the cause clearly" Or "Tom highlighted this orange because I need to remember to use correct letter heights when I write."

Open Book Exit Routine

Books remain open to identify pupils who have not yet received feedback from an adult in that lesson.

Closed books indicate feedback already given.

Monitoring

Leaders focus on impact rather than quantity of marking.

Feedback and Marking – Staff Crib Sheet

Non-negotiables:

- Feedback moves learning forward
- Verbal feedback is prioritised
- Marking is selective and purposeful
- Pupils respond in green pen
- pupils share every time.