

Feedback and Marking Policy: Luttons & Sherburn

Our Philosophy

At Luttons, we recognise that feedback is a vital part of the teaching and learning cycle. Our approach is underpinned by research from the Education Endowment Foundation (EEF), emphasizing that feedback should be **meaningful, manageable, and motivating**. We prioritize feedback delivered at the "point of action," believing that a conversation during a lesson is more impactful than a written comment after the event. By reducing the burden of extensive written marking, we allow teachers more time for high-quality lesson design and preparation.

Core Principles

- **Learning-Focused:** The sole purpose of feedback is to further a child's learning.
- **Immediate over Delayed:** Feedback given during the lesson is the most effective.
- **Accessibility:** Comments must be accessible to the child's age and reading ability.
- **Oral First:** Consistent with our "Think it, Say it" mantra, verbal feedback is our primary tool for refining composition.
- **Transcription & Presentation:** Feedback regularly addresses the physical act of writing, ensuring the Little Wandle and Cursive standards are met.

The Marking Code: Pink and Green

To provide clear, visual guidance for our pupils, we use a simple two-color system:

- **Green is for "Great":** We use green to highlight successful elements of work that meet the learning objective or demonstrate excellent progress.
- **Pink is for "Think":** We use pink to identify errors, misconceptions, or areas that require correction and "re-thinking."

Action	Tool	Evidence
Teacher Feedback	Pink & Green Pens / Highlighters	Clear identification of successes and errors.

Pupil Response	Purple Pen (Y2+) / Pencil (EYFS/Y1)	Edits, corrections, and uplevelling.
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Feedback in Practice

Feedback occurs at three key stages:

1. Immediate Feedback (Highest Priority)

This happens during the lesson. Teachers and Teaching Assistants move around the room, gathering information from mini-whiteboards and books.

- **Action:** Errors are identified in **pink** for immediate correction. Successes are marked in **green**.
- **Impact:** Pupils can "Think it, Say it, and Re-write it" instantly.

2. Summary Feedback

This occurs at the end of a task or lesson, often involving the whole class.

- **Action:** Peer or self-assessment against the Success Criteria.
- **Impact:** Pupils take ownership of their progress and identify their own "Green" successes.

3. Review Feedback

This takes place away from the lesson. Teachers review books to inform the next day's planning.

- **Action:** Acknowledgement of work. For extended writing, teachers may provide brief written guidance in pink to prompt "uplevelling" in the next session.
 - **Impact:** Lessons are adapted to address common misconceptions.
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Uplevelling and Transcription

We use the feedback process to maintain our high standards for **handwriting** and **composition**:

- **Uplevelling:** Teachers identify a word, phrase, or sentence in **pink** that needs improvement (e.g., for better vocabulary choice or clarity). Children then use their **green pen** (or pencil in EYFS/Y1) to rewrite and improve that section.
- **Handwriting:** If a letter formation or join does not meet the expected year-group standard (e.g., Little Wandle formation), it will be highlighted in **pink** for the child to practice correctly in the margin.
- **Writing Grids:** In English, formal targets are tracked using our Key Objective assessment grids at the front of books. These are updated after extended writing pieces to show when a skill has been mastered.

Inclusion

- **EYFS & KS1:** We do not use lengthy written comments for children who cannot yet read them. Feedback is shared verbally, with **pink and green** used as visual cues for the child to see their "think" and "great" areas. Their feedback will often be in the form of letter formation and phonics.
- **SEND:** Feedback is adapted to the specific needs of the learner, often focusing on small, manageable "pink" targets to build confidence.