

# Feedback and Marking Policy: Luttons & Sherburn

*"My tongue is the pen of a skillful writer." (Psalm 45:1)*

## Our Philosophy

At Sherburn, 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.

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## 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.