



Marking & Feedback Policy

2024-25

Policy Established: January 2025

This policy has been developed in alignment with our teaching and learning policy. Along with the focus on Rosenshine's Principles of Instruction and research into effective marking and feedback led by the EEF, we have considered the DfE's teacher workload report findings.

At Broughton Moor Primary School, we are reflective practitioners and strive to adapt our curriculum on clear, evidence-based research. We know that feedback is powerful, but variable in its impact on learning. Feedback must be part of a formative learning culture which fits the stage of learning. We use feedback to close the gap between current and desired learning and understand that immediate in-lesson feedback is more effective than post-lesson feedback.

The Education Endowment Foundation provides a clear rationale for feedback that focuses on the task, including: student self-efficacy, normalising of error, challenge, trust, motivation and student voice; with research showing that these approaches have the greatest impact on improvement.

The Key Principles underpinning feedback at Broughton Moor Primary School are:

- The child is at the centre of the learning.
- Prior learning is the starting point for feedback.
- Effective feedback occurs when it is received and acted upon.
- Feedback is most powerful when it is from the pupil to the teacher so that teaching and learning become synchronised.
- Feedback is meaningful, linking to what children are learning within that lesson.
- The children interpret and understand our feedback; it is empowering.
- The feedback is fair, trustworthy, kind and helpful. It is specific, not general, hurried or impatient.
- Feedback is integral to the shaping of lessons and the planning for future learning; it informs assessments that produce consequences for both the pupils and the teachers which are dependent on the inferences that are made.
- Feedback avoids escalation of misconceptions.
- It is based on good communication between learners and teachers.

What is feedback?

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should be clear, specific and appropriate in its purpose and productive in its outcomes.

The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

What does feedback look like?

All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books. Our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback (human connection) – at the point of teaching
2. Summary feedback – at the end of a lesson/task

3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Type	What it looks like	Evidence (for observers)
Immediate Feedback	<ul style="list-style-type: none">• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.• Takes place in lessons with individuals or small groups often given verbally to pupils for immediate action.• May involve use of a teaching assistant to provide support or further challenging.• May re-direct the focus of teaching or the task.• May include highlighting/annotations according to the marking code.	<ul style="list-style-type: none">• Lesson observations/learning walks.• Some evidence of annotations or use of marking code – if relevant.
Summary Feedback	<ul style="list-style-type: none">• Takes place at the end of a lesson or activity - Often involves whole groups or classes.• Provides an opportunity for evaluation of learning in the lesson.• May take form of self- or peer- assessment against an agreed set of criteria.• In some cases, may guide a teacher's further use of review feedback, focusing on areas for development.	<ul style="list-style-type: none">• Lesson observations/learning walks• Some evidence of self- and peer assessment• May be reflected in selected focus review feedback (marking)
Review Feedback	<ul style="list-style-type: none">• Takes place away from the point of teaching.• May involve written comments/annotations for pupils to read/respond to.• Provides teachers with opportunities for assessment of understanding.• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks.• May lead to targets being set for pupils' future attention, or immediate action.	<ul style="list-style-type: none">• Acknowledgement of work completed.• Written comments and appropriate responses/action. Adaptations to teaching sequences tasks when compared to planning.• Use of annotations to indicate future groupings.

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks, more detailed comments or verbally during lessons.

Written comments by staff will model presentation expectations.

Marking procedures

Marked Feedback

This is a developmental comment against the learning objective that intervenes to support, consolidate, accelerate or challenge the child's learning.

- Adults should mark in green highlighters where the child has met the learning and pink highlighters where the child has not met the learning. Adults should not highlight all work but a quantity that helps the child with their learning.
- It is important that whilst highlighting the adult explains the misconception to the child so that they can edit their work and develop their understanding.
- Adults should provide next steps when appropriate to show the children that their challenges are just as important as the main content of the work.
- Children should respond to adults with a purple pen to clearly demonstrate their editing and improvement of the work.
- Teachers should ensure that they use neat and legible handwriting, modelling the school's adopted handwriting scheme, when commenting on children's work.

Verbal Feedback

- Verbal feedback is part of the live marking process and is important in supporting learning.
- It is also particularly appropriate for speaking and listening or other activities where no written/concrete outcome is produced.

Development of Spelling, Punctuation and Grammar

- It is important to develop independence in children so that they are able to find and correct their own spelling, punctuation and grammar errors using a variety of tools. Until this skill is learnt adults will highlight the error or the column where the error occurs in pink. Children will edit the error using a purple pen.
- When appropriate, spelling errors will be indicated by a 'wiggly' pink line drawn underneath the incorrect word. Where the lesson objective is not spelling, errors will be only corrected where the word relates directly to the current spelling objectives, common words related to the year group, harder to read and spell words (EYFS and KS1) or specific technical vocabulary. Where appropriate, punctuation errors will be circled. For SEND children or children with specific spelling difficulties, it will be left to teachers' professional judgement whether to correct spellings.

Self and Peer Assessment

- We want to encourage children to be reflective learners and to have a real grasp of their own strengths and areas to develop. By being involved in marking their own work, or by giving feedback to a peer, based on clear success criteria, pupils can demonstrate a sophisticated level of understanding about the learning taking place in a lesson or over a period of lessons.
- Self and Peer assessment can be carried out in a variety of ways, there is no one set method; however, children should use a purple pen to respond to feedback.
- Purple pen writing should be written to the same standard as other work.

Next Steps

- 'Next Steps' will be given as the teacher sees fit. This will happen at different times within the teaching and feedback cycle, and depending on the subject. The frequency of next steps is not set in stone, however where a next step is given, it is expected that time is set aside for the pupil to revisit their work in order to complete the next step. If children continue to get the same next steps it is expected that they have more taught sessions/support in order to progress.

How is Feedback shared

In Foundation Stage

Feedback is shared verbally with the child, with parents and carers and other adults working with them. This information is shared through ClassDojo, home school diaries, reports and parents evening. EYFS teams will discuss targets and children's next steps regularly and will ensure the provision responds to the children's needs.

Reflect to progress and Review & retrieve

In Key Stage 1

Review marking will only lead to written comments for those pupils who are able to read and respond independently, this is at the teacher's discretion. However, all pieces of work will be responded to in some way, in order to show pupils that we value their efforts. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2

Written marking and comments should only be used where meaningful guidance can be offered which it has not been possible to provide during rapid response. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. For example, in English a longer and more detailed written comment may form part of planning/modelling task, rather than the final, polished piece of work. These will allow children's achievements to be recognised and provide further guidance for future, independent learning.

Monitoring of Marking

Marking and feedback will be monitored by the Leadership team through book scrutiny's, learning walks and pupil voice. Subject Leaders will organise moderation on a regular basis, with the support of the Head Teacher. Moderation will provide opportunities to share good practice and ensure parity in the way that the marking policy is applied.

Marking code and symbols

Adults should mark in green highlighters where the child has met the learning

Adults should mark in pink highlighters where the child has not met the learning

Children should respond to adults with a purple pen

Spelling mistakes – a 'wiggly' line under the incorrect spelling. Where age appropriate, children are encouraged to use a dictionary to self-correct

Omission - ↑ shows a word has been missed out

Paragraph - // shows a new paragraph is required

Missing punctuation - put a circle around incorrect/missing punctuation

Capital letter/lower case error – underline the mistake