Marking and Feedback Policy

Approved by:	Governors	Date: September 2022
Last reviewed on:	September 2025	
Next review due by:	September 2026	

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This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and our commitment to Assessment for Learning and effective formative strategies.

Rationale

It is vital that teachers evaluate the work that children undertake in lessons and use the information they obtain to inform and adjust their teaching – formative assessment. There is significant evidence in educational research that formative assessment, when embedded effectively in teaching and learning, impacts positively on pupil learning and progress. The provision of feedback to pupils about their learning is a strategy that lies at the heart of formative assessment. For this reason, feedback, whether verbal or written down during marking, makes a very important contribution to the approach to formative assessment and its place in teaching and learning at Bramber Primary School.

Towards a whole school approach

To achieve a whole school approach, marking and feedback methods must be understood and agreed and should be:

- Developmentally appropriate to pupils' ages and abilities.
- Consistently applied by all those working with children in school, including supply teachers and support staff.

Providing feedback to pupils is often associated with a positive impact on pupil attainment. Very careful thought is required from teachers, when using feedback, to ensure that it moves learning forward.

Who is involved in Feedback?

Leadership Team: monitoring and evaluation
Curriculum Leaders: modelling good practice
Teachers: giving a range of feedback in various forms
Support Staff: marking in line with the policy and commenting on assistance given
Pupils: self-assessing and cooperatively marking an improvement through peer and whole class assessment.

Purpose of feedback

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation [EEF]. The EEF research shows that effective feedback should:

- recognise, encourage and reward children's efforts and achievement and celebrate success
- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- indicate how a piece of work could be corrected or improved against assessment criteria
- help pupils develop an awareness of the standards they aim to achieve
- provide additional support or stretch to move learning forward

Feedback should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and its assessment outcomes need to be fed back into planning.

Principles

Our policy on feedback has at its core a number of principles:

The method of delivery and whether the feedback is verbal or written, is less important than ensuring the following principles are followed. Teacher professional judgement is recognised at Bramber and this informs the method and timing of assessment.

- Formative assessment strategies should be embedded in teaching and learning – e.g. clear learning intentions; co-constructed success criteria; effective questioning and feedback.
- Written comments should be accessible to pupils, according to age and ability. It should be legible and comprehensible, using the Bramber handwriting approach.
- Feedback is provided both by teachers and pupils as part of assessment processes in the classroom and takes many other forms other than written comments.
- The sole focus of feedback should be to support learning.
- To inform future planning, all pupils' learning should be reviewed by teachers at the earliest opportunity.
- Comments should refer to learning objectives and success criteria.
- Comments may be oral or written, formal or informal.
- Comments may be given on a whole class, group or individual basis.
- Recognition that feedback is a complex process. Feedback delivered closest to the point of action is most effective; however, if it is given too early, before pupils have had a chance to really work on the problem, they will learn less.
- It is crucial to give children scaffolded responses when they are stuck [as much help as they are needed to make progress].
- Feedback needs to be specific and help the learner improve their performance.
- Feedback should avoid comparison with others and focus on the individual's performance.
- Praise needs to be credible, genuine and specific – focusing on the ***task***, the ***subject*** or the ***self-regulation strategies*** that have been applied. We avoid using 'empty' personal comments, such as 'Well done, you are a great writer' as evidence suggests that this does not support learning to move forward.

Types of Feedback

There are three types of feedback at Bramber:

1. Immediate feedback – 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 if necessary)

Verbal Feedback:

- Is powerful and has impact when pointing out successes and improvement needs against the learning intentions.
- Is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect of teacher comments will be seen in a child's response in corrections, in moving on to the next learning step and in other evidence of progress in the pupil's learning.
- 1:1 and small group verbal conferencing can be used, particularly to support writing development.

Written Feedback (marking) should be:

- Meaningful - legible and clear in meaning to the child
- Manageable – teachers should not be spending more time on providing written feedback than on planning and delivering high quality teaching and learning.
- Motivating – comments should be helpful, positive and motivate pupils to learn and achieve. The frequency of each type of written feedback will depend on the subject and Key Stage.

Cooperative (Peer) Feedback

Evidence around peer marking would indicate that well-structured, clearly scaffolded peer feedback can prove an effective model of feedback. At Bramber:

- Effective cooperative marking is rigorously structured and modelled by the teacher
- Pupils are well trained, over time, to effectively peer assess one another. The class teacher develops this process.

Self- Feedback

Akin to peer feedback, pupils need an explicit and clear structure to identify their learning needs. At Bramber, we teach these skills and develop this process.

Whole Class Marking

Teachers at Bramber use this strategy as we recognise it:

- Allows for less time marking and more time for feedback, and the information can be used to inform planning.
- It is efficient, effective feedback that enables children to self-correct and reduces teacher workload.
- It further supports the use of verbal and immediate feedback.

Receiving and Responding to Feedback

Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking. At Bramber, we timetable opportunities for written marking to be responded to. In Key Stage 2, children initial the teacher comments to indicate that they have read and responded to them.

Teachers can prepare pupils for feedback by:

- Discussing the purpose of feedback
- Modelling the use of feedback
- Ensuring pupils understand the feedback given.

Marking Practicalities:

- When responding to learning with written feedback, we use pink pen to comment on successes and green pen for areas of development.
- Children respond to feedback using purple pen.

Marking Codes:

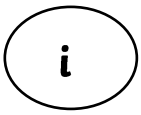
KEY STAGE ONE	
✓	Correct When next to the learning title – demonstrated a good understanding of the objective.
✓✓	When next to the learning title – demonstrated an excellent understanding of the objective.
	Well done. I've looked at the learning and appreciated your effort.
wavy line	Please explain or revisit
^	You have left a word out
sp	Spelling
s	Supported by an adult or scaffolded
u	Unaided. Worked away from an adult at the point of teaching.

i	Independent learning – away from the point of teaching.
	Verbal feedback given Focus of verbal feedback is indicated next to the speech bubble.

KEY STAGE TWO	
✓	Correct When next to the learning title – demonstrated a good understanding of the objective.
✓✓	When next to the learning title – demonstrated an excellent understanding of the objective.
	Well done. I've looked at the learning and appreciated your effort.
wavy line	Please explain or revisit

The following eight symbols are developmental and should be used less as the children write more independently in Years 5 and 6:	
^	You have left a word out
sp	spelling
p	punctuation
//	new paragraph
?	sense
cl	capital letter
r	repetition

s	Supported by an adult or scaffolded
u	Unaided. Worked away from an adult at the point of teaching.

	Independent learning – away from the point of teaching.
	Verbal feedback given Focus of verbal feedback is indicated next to the speech bubble