Marking & Feedback Policy 2025-2026

ANNUAL

POLICY HISTORY (starting with the new cycle started in 2011)

Policy / Version Date	Summary of change	Governor adoption Date	Signed by the Chair	Next Review Date
1	Reviewed from old policy by BW	Autumn 2011		Autumn 2012
2	Reviewed from old policy by BW	Autumn 2012		Autumn 2013
3	Reviewed from old policy and rewritten by MH	Autumn 2013		Autumn 2014
4	Reviewed from old policy by MH	Autumn 2014		Autumn 2015
5	Reviewed from old policy by MH	21st June 2018		Summer 2019
6	Reviewed from old policy by MH	20th June 2018		Summer 2020 (deferred COVID19)
7	Reviewed by KC	24th June 2021		Summer 2022
8	Reviewed by THH & KC	10th March 2022		Spring 2023
9	Reviewed by THH & KC	22nd June 2023		Spring 2024
10	Reviewed by THH	20th June 2024		Summer 2025
11	Reviewed by THH	12th June 2025		Summer 2026

How does our school Christian vision support marking and feedback?

Our school vision based on Hebrews 10:24 *'and let us consider how we may spur one another on towards love and good deeds'* ensures that all staff and pupils see the need to support one another towards a common goal. Just as the writer of the letter to the Hebrews encouraged them to be more Christlike in their actions towards one another, so we as a school family will support each other emotionally and spiritually. We aim to ensure that our school vision is lived out daily and that staff and children live out our values of **love**, **forgiveness**, **spirit**, **aspiration** and **hope** in their actions towards one another, making our school a place where everyone feels truly valued and able to share their feelings. We encourage open communication, where all stakeholders feel listened to and supported, so that we may spur one another on.

Intent

Marking and feedback at Bickleigh Down Church of England Primary School is intended to support pupil progress, build learning, address misunderstandings and thereby close the gap between where a pupil is and where the teacher wants them to be. Feedback can be verbal or written or can be given through tests or via digital technology, example via Microsoft Teams or Purple Mash. It can come from a teacher or someone taking a teaching role, or from peers. We believe the process of marking and feedback is a crucial component of high-quality teaching. Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It is our aim to produce improvement in pupils' learning by ensuring that they feel that their work is valued by their teachers and peers. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. Therefore, our marking and feedback is intended to empower pupils to take responsibility for improving their own work and that of their peers and motivate everyone to do their best as a community of learners.

The three key principles taken from the Education Endowment Fund (EEF) research recommendations are priorities and central to ensuring children make good progress.

1. **We will lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment**
   - Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
   - High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)
   - Good initial instruction will reduce the work that feedback needs to do while formative assessment strategies are required to:
     - set learning intentions (which feedback will aim towards); and
     - assess learning gaps (which feedback will address).
   - In delivering effective teaching, teachers:
     - build on pupils' prior knowledge and experience;
     - avoid overloading pupils' working memory by breaking down complex material into smaller steps;
     - encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;

- deliver a carefully sequenced curriculum which teaches essential concepts, knowledge, skills, and principles;
- use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations;
- are aware of common misconceptions and prepare strategies to counter them;
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
- adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all;
- provide pupils with tools and strategies to plan, monitor, and evaluate their learning.

2. **We will deliver appropriately timed feedback, which focuses on moving learning forward**
   - Teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
   - Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
   - Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.
3. **We will plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.**
   - Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
   - Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress

The choice of method (written or verbal) should also be left to the classroom teacher, who can better judge what is appropriate. However, it must follow the key principles above so that it advances pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it.

Implementation

Quality marking and feedback includes:

- Live marking
- Verbal/written feedback
- Teacher Assessment
- Self-Assessment (see page 12)
- Peer Assessment (see page 12)

Self and Peer Assessment may be interchangeable dependent on the sessions taught.

Our approach to marking and assessment is that:

- Every lesson or activity will have a clearly defined learning objective;
- Teachers will take every opportunity to highlight success and spur pupils on with the love.

With this in mind, Bickleigh Down Church of England Primary School expects:

• All pupils to know how well they are doing;

 • All pupils to know what they need to do to improve;

• All pupils to be given the time and opportunity to respond to marking and to improve upon/practise the knowledge they need to in order to improve and make progress.

Setting of Knowledge-Based Learning Objectives

Religious Education

The school's Religious Education (RE) curriculum is based on current research of using an enquiry-based approach. Therefore, all RE lessons will begin with posing a big question (key question) that the children will investigate during the lesson. The knowledge that the children will acquire within the lesson will be shared in red on the first PowerPoint slide during each session.

Other Subjects Across the Curriculum

All work must have clear learning objective that defines what will be expected of the pupils in each lesson. The learning objective should be shared with the pupils on the white board / IWB board or handout during the lesson.

Written comments will relate directly to the learning objective and pupil's individual targets. Extended marking will be done as and when it is necessary. This marking must address the extent to which the learning objective has been met. The feedback given must specifically offer ways for pupils to improve and/or develop.

Different types of prompts will be used to illustrate ways to improve through next steps. Pupils will be given time to respond to marking and make corrections or improvements.

Detailed marking is not expected for subjects such as Art, DT, PE and Music. However, the pupils are expected to know what they are learning and receive constructive verbal feedback on their work or performance within the lessons.

Live Marking

At Bickleigh Down, we will engage pupils in live marking which is done during rather than after the lesson. It may be undertaken with individual pupils during typical class teaching (careful consideration of the learning and focus of all pupils during this time is important) or it may be modelled to the whole class collectively using tools such as a visualiser. The approach will also allow for additional verbal interaction with pupils, which may support the understanding of feedback.

Verbal Feedback

Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. Verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole-class feedback or a structured one-to-one discussion. Alternatively, it can be instantaneous and spontaneous, such as quick prompt task advice ('you could do with more detail in that answer'). It can be directed to an individual pupil or a specific group with shared learning needs. It can accompany written feedback, whether that be comments, marks, or grades, or it can stand alone by writing the symbol **VF** in the child's book.

Feedback should be timed appropriately, it should focus on moving learning forward, and teachers should plan for how pupils receive and use it.

Examples of verbal feedback:

Verbal Feedback Using a Visualiser

Pupils may find verbal feedback to be too abstract and separate from the task. By offering feedback, whilst showing previously completed or currently ongoing work via a visualiser, the teacher can both maintain focused feedback on the task whilst also using the example to model and discuss learning intentions.

Where verbal feedback is given, the teacher will indicate in the child's book using the symbol VF.

Next Steps Using Prompts

Where pupils have not achieved the learning objective, the teacher should provide a suitable prompt. Likewise, where pupils have achieved the learning objective, the teacher should challenge their knowledge and understanding of concepts to achieve greater depth.

For example, in English:

LO: I know how to use adjectives to improve my writing.

The man walked along the beach.

Comment: Choose adjectives to describe the man and the beach.

The _____ man walked along the _____ beach. (old, ancient, tall, sandy, pebbly, wrinkled).

For example, in Maths:

LO: I know how to add 9 to any 2-digit number

Comment: Remember to add 10 to help you.

Example: $43 + 9 = 43 + 10 = 53$ and $53 - 1 = 52$

Now you have a go at these: $77 + 9 =$ _____ $45 + 9 =$ _____

$77 + 10 =$ ___ $-1 =$ ___ $45 + 10 =$ ___ $- 1 =$ ___

Scaffolded Prompts can be used for pupils who have partially achieved the learning objective but whose work is inconsistent.

For example, in English:

LO: To know and use descriptive language.

Fiona was in the jungle and smelt a snake's breath. Comment: Tell me more about the snake, what did its breath smell of?

Here, you are asking them a question to extend their work further.

For example, in Mathematics:

LO: To add 9 to any 2 digit number

Comment: Well done, but you sometimes added 1 instead of taking away.

Let's look at $46 + 9$ ($46 + 10 = 56$ and $56 - 1 = 55$)

Now you try doing the same with these: $59 + 9 =$ $78 + 9 =$

Developmental Prompts are used when a pupil has reached automaticity and learning is secure or those who have achieved the learning objective. The aim is to provide suitable challenge, deepen understanding and enable pupils to apply learning in a wider context.

For example, in English:

LO: I know how to write a character description.

Comment: Tell me more about James and what he is like. This type of prompt reminds pupils of what you want them to do and asks for more detail.

For example, in Maths:

LO: Add 9 to any 2 digit number.

Comment: Well done, you know how to add 9 to a 2 digit number. Now have a think about how you could add 19, 29, etc. to a 2 digit number.

Try these: $65 + 19 =$ $49 + 29 =$

Encourage greater depth of learning by giving word problems in different ways.

Other Examples of Feedback Prompts Requesting Pupil's Response

Writing Prompts/Next Steps	Maths Prompts/Next Steps
Read your work – add… (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add… (your method, a number line)

Find the sentence which needs to be changed /doesn't make sense and improve it.	Find where you went wrong?
How could you check this?	How could you check this?
Now complete these… (if activity writing about prompts/pictures/adding punctuation/grammar)	Now complete these… (extension questions /consolidation questions)
If the answer was … what could the question be?	
Find another way you could write this information (highlight sentence)?	Find another way you could do this?
Find a way you could write this in a shorter sentence?	Find a quicker way of doing this?
Fill in the blanks …	Finish this sentence … (explaining work)
Highlight the sentence where you have used… (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Tell me … that have …? Tell me **two sentences** that have **adverbials**.	Tell me … that have …? Tell me **two numbers** that have **a difference of 12**.
What … would you use to…? eg What **word** would you use to **show me how the character is feeling?**	What … would you use to…? eg What **unit** would you use **to measure the width of the table?** What are the … of … ? What are the **factors** of **42**?
Write another … connective/sentence that shows me how the caterpillar moved.	What is another … method that might have worked?
Show me how you think this sentence would work with …adverbials/connectives/ adjectives	Show me how you think this will work with …other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Which new words did you learn today? What do they mean?	Which new maths vocabulary words did you learn today? What do they mean? What other words mean the same as altogether/difference/product and which calculation should you use?

Marking and Feedback in Religious Education (RE)

Following the guidance for marking in RE from the Church of England and from the school's research approach to subject development, marking in RE will be subject specific. All corrections made will be linked to the development of subject knowledge and the spelling of technical vocabulary that has been identified by the teacher. Grammar and sentence structure will not be a focus for marking in RE books.

EYFS & KS1 Marking Codes

Key	Meaning	Impact
Sp	Spelling	The pupil should correct the incorrect spelling(s).

		Any common exception words or RWI red words will be underlined using a red ink pen. These words are usually available in the classroom for pupils to self-correct.
VF	Verbal Feedback	See detailed information above.
//	New paragraph	The pupil should start a new paragraph.
	Finger space	The pupil should have adequate space between words.
●	Full Stop	The pupil should add a full stop as indicated.
•	Incorrect Answer (Maths)	The pupil should write the correct answer beside the dot.
A	Capital Letter	The pupil should use a capital letter for proper nouns or to start the sentence.
I	Independent work	The pupil has completed the work independently.
G	Guided Support	The pupil has completed the work with support from teaching staff.
S	Supply Teacher	Work was marked by a supply teacher.
✓ ✓	strength based on success criteria	This indicates that the pupil has met the learning objective and forms as a good example of what is expected.
⟹	Next steps	Pupils should respond to next steps to clarify misconceptions, scaffold their learning or to stretch and challenge.

KS2 Marking Codes

Key	Meaning	Impact

P	Punctuation needs attention	The pupil should correct the punctuation error. **Punctuation mistakes**, which are appropriate to the individual pupil, should be noted by circling the omission or mistake and the letter '**P**' written in the margin.
Gr	Grammar	The pupil should spot and correct the grammar error(s). **Grammatical mistakes**, which are appropriate to the individual pupil, should be noted by underlining the mistake and writing the letter '**Gr**' in the margin.
Sp	Spelling	**Spelling mistakes**, which are appropriate to the individual pupil, should be noted by underlining the word and writing the letters '**Sp**' in the margin. Specific words incorrectly spelt, may be written correctly by the teacher within the text or at the end of the writing. **Any common exception words or RWI red words will be underlined using a red ink pen. These words are usually available in the classroom for pupils to self-correct.**
VF	Verbal Feedback	See detailed information above.
T	Verb Tense	The pupil should correct the verb tense.
V	Vocabulary	The pupil should use more ambitious vocabulary words.
//	New paragraph	The pupil should start a new paragraph.
?	Doesn't make sense	The pupil should rewrite the sentence/paragraph so that it makes sense and convey the right message.
	Finger space	The pupil should have adequate space between words.
•	Incorrect Answer (Maths)	The pupil should write the correct answer beside the dot.
∧	Insert missing word/phrase	The pupil should insert the missing word or phrase for the sentence to make sense.
A	Capital Letter	The pupil should use a capital letter for proper nouns or to start the sentence.
✓ ✓	Strength based on Learning Objective (LO)	This indicates that the pupil has met the learning objective and forms as a good example of what is expected.
I	Independent work	The pupil has completed the work independently.
G	Guided Support	The pupil has completed the work with support from teaching staff.
S	Supply Teacher	Work was marked by a supply teacher.
⟹	Next steps	Pupils should respond to next steps to clarify misconceptions, scaffold their learning or to stretch and challenge.

It is expected that, in all curriculum areas, teachers mark in purple pens.

PURPLE to indicate (tick, circle, underline, smiley, comments) evidence that the learning objective has been achieved and to make a positive comment at the end of a piece of work. This should specify why something is good or excellent and link clearly to learning. Purple pens should also be used to highlight areas for improvement. This can be done by correcting work. For more of an impact on the pupil's learning, circling, highlighting, putting a star next to, or underling errors or misconceptions is more effective. Highlight one thing that will have the biggest impact on improving the piece of work and on their future progress and include this as a next step/question. The purple pointer should be addressed by the pupil and teachers should check that the appropriate responses are given.

Pupils' Response to Marking

Pupils should respond to marking by completing the next steps given. Teachers should allocate **Purple Pointer Time** for the pupils to reflect on their feedback and respond to it accordingly. Pupils' responses should be written using black handwriting pens except for Mathematics which is done in pencils.

Pupils' Revise & Edit their Writing using Green Ink Pens

Pupils should **use green ink pens** to revise and edit their independent writing pieces. This will clearly show how much they have engaged with the writing process and what specific improvements they have made to their writing. Pupils should be taught how to do this effectively to maintain good presentation and show progress in their work.

Impact

Focusing feedback on moving learning forward

The main impact of our marking and feedback is to focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that pupils improve. Specifically, high quality feedback should focus on the task (its outcome and advice on how to improve when doing that specific type of task), the subject (and the underlying processes within that subject), and self-regulation strategies (how pupils plan, monitor, and evaluate their work).

There should be evidence that the marking and feedback has had an impact. This could be that the pupil has an intervention task leading to a successful outcome in their book or the gap in learning has been addressed by the next piece of work produced by the child.

Individual/group teaching may be necessary to address gaps in knowledge or understanding or to consolidate, extend and challenge.

Whenever possible, adults should talk to the pupil about his/her work, say what is good and point out possible improvements. Staff should review the work and comments during the next lesson ensuring there is a 'gap' task set which pupils must complete at the beginning of the next session in that subject or through a quick intervention session.

Rewards

Merits will be awarded using the following criteria.

- The child has produced a piece of work to the best of **their** ability.
- The work is well presented according to the ability of that child.
- The child has shown clear focus and knowledge application to the task.

Responsibilities

It is the responsibility of the class teacher to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school. Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise, the SENCO has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in support plans and agreements, as appropriate.

Support staff may mark work with groups of pupils with whom they have been working. When this is the case, they will follow the guidelines at the end of this policy: to initial work they have supported; identify if work was independent or supported; and, as appropriate, give feedback verbally or through marking. If developmental marking is done, then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers on arrival in the school. A copy of this policy can also be found in the School Office.

It is the responsibility of the Head Teacher to liaise with the subject leaders and to feed back to the Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress. It is the responsibility of the Head Teacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour; it may mean supporting pupils to read comments; or it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's support agreement as required.
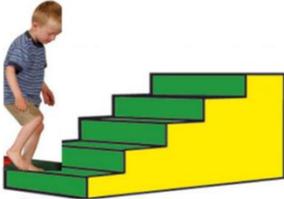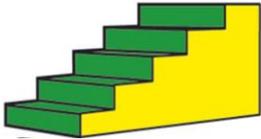
Monitoring

Monitoring of the policy will be done through work scrutiny led by the Head Teacher and the Senior Leadership Team, as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes. The Head Teacher and the Senior Leadership Team will also monitor the impact of developmental marking through work scrutiny in both Maths and English as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage, this will also include scrutiny of observational assessment and the content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress. Work scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor progress and feedback will be given to individual teachers. Evaluation of feedback and response will be done through the

impact on pupil progress, including progress data, but also pupil progress meetings, review of SEN provision, and impact of the pupil premium grant.

Self and Peer Assessments

Pupils draw the appropriate faces at the end of their work. They should be taught how to do this effectively as self and peer assessments. These should only be used when the teacher deems this will be effective and impact on progress. The self and peer assessments should be done next to the 'I know…' statement. If a peer assesses, they should initial it to show that it is peer assessed.

	Well done! Great work! **I/You have achieved the learning objective.** **I am extremely proud of my work.** **I am ready for a challenge.**
	Good try. **I/You have partially achieved the learning objective.** **I am somewhat proud of my work but I think I could have done much better.** **I understood just a part of the task.**
	I/You did not achieve the learning objective. **I/You did not listen to the teacher's instructions.** **Did you ask for help?** **I did not understand how to complete my work and I need more help.**