Beaconside Primary & Nursery School

Marking & Feedback Policy

Date policy last reviewed:	July 2025		
Signed by:			
Lorraine Hadley	Headteacher	Date:	15/09/2025
Kate Bennett	Chair of governors	Date:	15/09/2025

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Statement of intent

Beaconside Primary & Nursery School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.

- Supports pupils' confidence in learning, contributing to accelerated learning.

- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.

- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Remote Education Policy
- Primary Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

3. Expectations

Teaching staff are expected to:

- Provide feedback that offers clear information about why pupils have done well.
- Provide high quality instruction, including the use of formative assessment strategies.
- Provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.

- Provide pupils with opportunities to reflect on feedback.

- Implement strategies and create an environment that encourage pupils to welcome feedback.

- Ensure that marking identifies misconceptions and feedback addresses these swiftly.

- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.

Pupils are expected to:

- Try their best with any work they complete, including homework.

- Ask questions when they do not understand something in lessons.

- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.

- Make a conscious effort to action any suggested improvements.

- Take responsibility for their learning.

4. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

5. Marking & Feedback

The main focus of marking and feedback at Beaconside is to improve pupil outcomes. There is a multi-faceted approach to marking and feedback which includes verbal, written, individual, group and whole-class.

Our marking and feedback informs pupils on:
- what their goals are and how to be successful at them
- what they have achieved by acknowledging and praising their work
- what changes are required to correct misconceptions and what strategies can be used to both improve a current task but also for pupils to grow in the long-term, as effective readers and writers.

Feedback is timely and frequent, either immediate in the same lesson, or in the next lesson. Pupils are fully engaged in their own feedback, which requires hard-thinking, leading to improvements in long term memory as well as the written task in hand.

Children self-assess at the end of each lesson:

W●   WALT not achieved

W✓   WALT partially achieved

W✓✓   WALT achieved

Teacher: Feedback against the WALT (recorded by the WALT) in green pen:

W●   WALT not achieved

W✓   WALT partially achieved

W✓✓   WALT achieved

✓   a green tick if work/response is correct.

●   a pink dot if incorrect/mistake/misconception.

    verbal feedback provided

——   a pink line to indicate; have another go at solving the calculation (maths).

Positive comments are recorded at the end of the piece of work in green pen.

In addition, teachers will use the following symbols to highlight errors in grammar in written work using a pink pen. The symbols will be written in the margin on the row where the error occurs, so that pupils then work hard to identify, understand and correct the error themselves, post verbal feedback from the teacher. In year 3 and for some pupils in years 4, 5 and 6 who require additional support, symbols may be placed over the error itself which will then be discussed with the pupil prior to correction.

〰〰   Pink line used to identify errors in spellings and children write corrections in margin based on dot-dash-count. The word selection to be corrected will be selected as part of the spelling programme.

△   Pink to indicate a punctuation error

◯   Grammar correction – doesn't make sense.

∧

       Missing word

- Children complete a written task to meet an objective.
- Children write in their books on every other line – leaving space for future editing. (Yr 2 – Yr 6)
- Writing/books are read through by the teacher with minimal marking provided.
- Whilst reviewing the books, the teacher notes exemplary work and key messages for feedback, regarding misconceptions, errors and strategies for improvement mostly based on the school's writing foci of SPECS.
- The teacher plans how to address the findings with the class. The focus is on improving the pupils, not just the piece of work.
- Teachers record these notes (praise and share, SPECS and response tasks). An example of the type of form used to record this data is included in Appendix 1: 'Writing Record Sheet'. (Yr 2 – Yr 6)
- Robust feedback is then given in the next lesson (replacing the need for long written comments in individual books – so must be well-planned).
- The teacher 'praise and share', often using example texts under the visualiser, highlighting exemplary features. This is both motivating (for selected pupils) and informative for all.
- The teacher then shares common misconceptions, errors or ideas for improvement – again often through the use of models. She/he explains and guides, feeding-forward to targeted groups.
- Pupils then engage in hard-thinking which may involve class and peer discussions and completion of short, 'do-now' activities to extend learning and improve outcomes.   This may take the form of individual, partner, group or class tasks.
- Live verbal feedback is given in class during this process.
- Pupils edit and improve their writing using a purple pen. At times, pupils mark a peer's writing, providing feedback in line with teacher guidance.
- The lesson then continues and the feedback cycle repeats.
- Written marking in pink: this is specific, focusing on the grammar aspect of the pupil's work, streamlined through the use of a number of symbols (see above). The symbols are written in the margin on the row where an error occurs, so that pupils then work hard to identify, understand and correct the error themselves, post verbal feedback from the teacher. In Years 2 & 3 and for some pupils in Years 4, 5 and 6 who require additional support, symbols may be placed over the error itself, which will then be discussed with the pupil prior to correction. The teacher also provides corrected spellings for Year 2 and Year 3 and targeted pupils in other years to read and copy.
- Written marking in green: teachers may leave a positive and motivational comment at the end of a piece of work in addition to a sticker (school value or otherwise).
- Note: Some written texts in Year 6 will have no pink symbols or green comments if they are to be used as part of the portfolio for external writing assessment.
- Note: Year 1 begin the reflective feedback journey with the introduction of symbols in pink for pupils to correct or note and a positive response in green to motivate pupils.

6. Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Remote Education Policy.

7. Monitoring and review

This policy is reviewed every two years by the headteacher.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

The scheduled review date for this policy is July 2027.