



BEMPTON PRIMARY SCHOOL
MARKING AND FEEDBACK POLICY
Y1-Y6

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Created by	M Doody-Greaves and Staff
Next review	January 2026

The primary purpose of marking and feedback is to address misconceptions and deepen learning and understanding.

The audience for the marking is the children.

At Bempton Primary School, we recognise feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Key Principles

With this in mind our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
- marking and feedback is given during the lesson to aid children in embedding their learning and deepening their understanding.
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date

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- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than marking
- feedback supports children in editing their own work

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit 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.

Feedback and marking in practice

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 – at the point of teaching

2. Summary feedback – at points during teaching or end of sections/tasks/lesson

3. Review– away from the point of teaching

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. At Bempton Primary School, these practices can be seen in the following practices:

Type	What it looks like in our school	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • 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 challenge • May re-direct the focus of teaching or the task for individual, group or whole class 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of use of marking code.
Summary	<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/markings • In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Interventions additional to lesson. • Some evidence of self- and peer assessment/editing

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Review	<ul style="list-style-type: none"> • May take place away from the point of teaching for groups that haven't had immediate feedback. • 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"> • Use of information to indicate future groupings or/and interventions
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Response from children to Feedback

All pupil will be encouraged to engage in conversation and ask questions to aid the teachers in giving feedback and are taught to respond to feedback using a green pen or there is evidence of improvement in further work that was enhanced by the feedback.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Annotation	Meaning
W/S	With support from an adult
I	Independent work- it is assumed work without WS is independent but if some of the work is supported and some independent an I will be used.
Green highlighter	Objective met or it is a good example of work/vocabulary/understanding
_____	Incorrect spelling
//	New paragraph needed here
0	Something missing or needs to be changed
[]	The sentence or section of work needs to be discussed/edited/redone



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