Marking and Feedback Policy

Statement of intent:

At Burley Oaks Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Burley Oaks Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

The main priority is to prevent an emergency from occurring in the setting; however, this is sometimes, unfortunately, out of the hands of the school. In an emergency, staff members at Burley Oaks Primary School will endeavour to take all reasonable actions in order to ensure the safety of pupils.
The procedures outlined in this policy aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils, staff members and visitors.

This policy was updated and agreed in April 2026 and will be reviewed in April 2029.

Chair of Governors Date 15th April 2026

Headteacher Date 15th April 2026

Marking and Feedback Policy

"To make feedback effective, teachers must have a good understanding of where the students are, and where they are meant to be."

John Hattie, Visible learning for teachers

Purpose of this policy

At Burley Oaks primary School, we recognise the importance of feedback as a significant part of the teaching and 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.

Effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression, supporting pupils' confidence in learning and so contributing to accelerated learning. 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 will ensure is consistently applied by all teaching staff, to better support pupils' learning.

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
- provide specific guidance on how to improve and not just tell students when they are wrong

Marking and feedback have two very different outcomes:

Marking	**Feedback**
Summative	Formative
Assessment *of* Learning	Assessment *for* Learning
Measures learning	Moves learning forward
Directs thinking	Provokes thinking
Solves	Suggests
"You should…"	"How could you…?"

Marking pupils' work is a key professional duty which informs teachers of final outcomes; it is a vital assessment tool used to inform the next learning steps for children.

Feedback is specific information given to the learner about their performance relative to learning goals. It should aim to (and be capable of) producing improvement in pupils' learning, developing ownership and deeper understanding.

Advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) stressed that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. Principally, careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by adapting teaching and providing feedback, providing hints or questions which lead students to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.

Teachers at Burley Oaks have investigated productive alternatives to onerous written marking which can provide effective pupil feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be:

- meaningful
- manageable
- motivating

This policy acts as a guide to ensure a commonality of expectation and consistency of approach throughout school. Teachers follow an agreed system and consistent procedures in responding to children' learning. This provides clear messages to children, parents and other teachers about individual progress.

Key Principles

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;
- written comments should only be used where they are accessible to students according to age and ability;
- 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;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- 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.

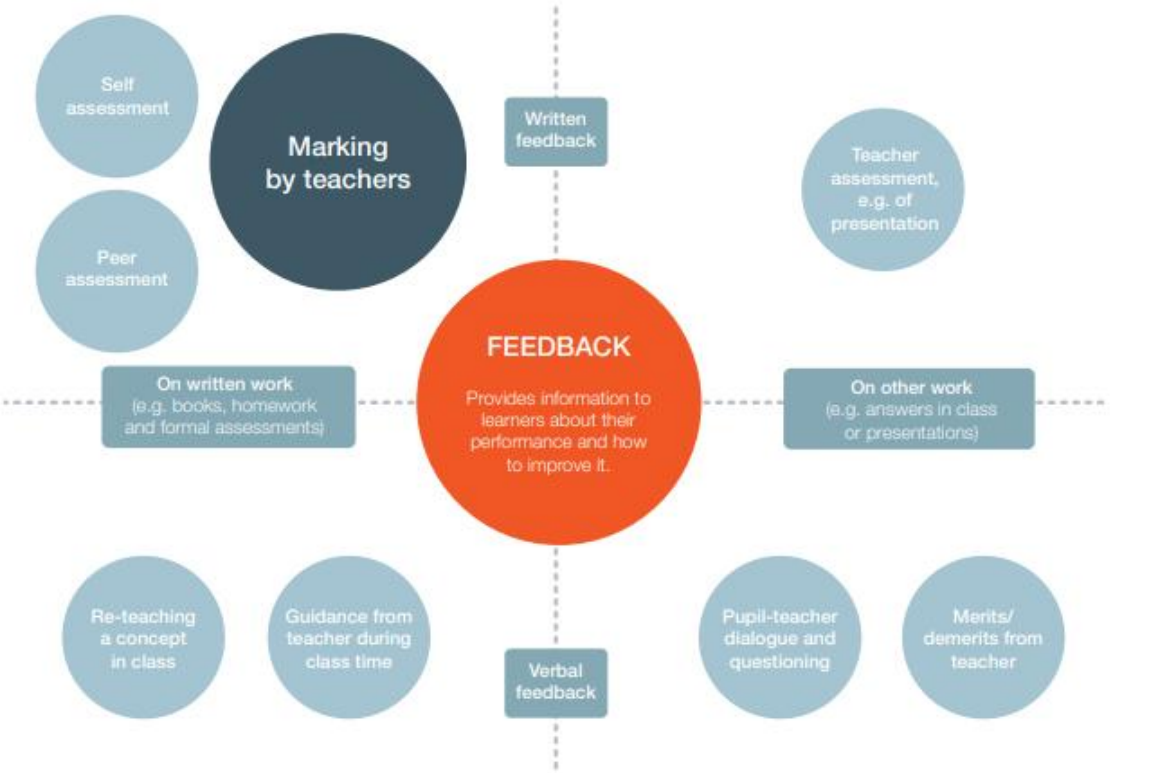

Figure 1. Examples of different forms of feedback.

Within these principles, 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. Written feedback is just one type.

Marking and feedback should:

- focus on task, process, strategies, effort
- use a range of strategies appropriate to the task and subject
- indicate where children have achieved targets and for the teacher to assess progress against targets/learning intentions
- provide a dialogue with the child and indicate the next stage in their learning and to indicate where they are in terms of their own learning
- involve children in their own learning and/or assessment and to promote higher standards.
- correct errors and clear up misunderstandings
- recognise achievement, presentation and effort, in order to promote positive attitudes.
- provide constructive feedback
- identify children who need additional support/more challenging work and the nature of the support/challenge required
- aid curriculum planning

- give children the opportunity to improve speaking and listening skills by giving them specific and focused opportunities for discussion of their own work or the work of other children
- See that all children are suitably challenged
- Ensure that work is of a consistent quality across all subjects i.e. misspelling addressed across the curriculum

Feedback 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 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.

At Burley Oaks, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	• 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 challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code.	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	• 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 of need	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	• 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	• 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

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives.

Reception

In the Early Years Foundation Stage (EYFS), ongoing assessment and feedback are an integral part of the learning and developmental process, supporting children to make progress towards the Early Learning Goals. Feedback is immediate, interactive and child-focused, with a strong emphasis on spoken language and in-the-moment support.

Systematic observations are used to assess each child's learning and development. These observations, alongside knowledge of children's interests and learning styles, inform planning and next steps within the EYFS curriculum. Feedback is primarily given verbally and supports children's confidence, wellbeing and engagement in learning.

Children in Reception have a Writing, Drawing and Speech Book, alongside class books and other curriculum-specific records, which capture examples of recorded outcomes. These provide a snapshot of progress and form part of a wider evidence base that includes observations, adult interaction and continuous provision. Recorded work does not represent the full breadth of learning that takes place each day.

Where recorded work is reviewed:

- Success may be acknowledged using pink highlighting, helping children to recognise what they have done well.
- Where appropriate, a short written prompt in green pen may be used to support next steps or further thinking, alongside verbal explanation.
- All recorded work clearly indicates whether it was completed independently (I) or with support (S).
- Marking in Reception is developmentally appropriate, purposeful and kept to a minimum. Adults do not routinely write on children's work without their involvement. The focus remains on high-quality interaction, modelling and feedback that supports children's learning in the moment.

Key Stage 1

We recognise that children in Years One and Two may not yet have the skills to independently act on written feedback in books. Wherever possible, feedback will be given verbally at the point of learning, through 'live marking' in lessons. This will allow misconceptions to be addressed immediately, make feedback more meaningful to the child, so ensuring the greatest impact on learning and progress.

Small, guided groups will also be used to give verbal feedback to a group of children who need to work on a similar issue.

Written feedback, when used, will be concise and should be phrased use age-appropriate language so that the child can act on it independently.

Key Stage 2

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated but there would be verbal feedback.

In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Types of Written Marking

In-depth marking is not required for every child, for every piece of work at Burley Oaks. A variety of approaches over time, according to individual outcomes will be relevant and productive. The teachers' professional judgement prevails. All work will be examined and action taken in some form to address the needs of the child and ensure rapid gains.

Quality/Deep Marking

This is used when a child has done a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning intention and improvement needs.

When Quality Marking, teachers:

- read the entire piece of work.
- provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved and to celebrate successes

In order for the marking to be formative, the information must be used and acted on by the children.

At Burley Oaks, all children use a purple coloured pen to respond to teachers' marking by:

- making corrections/alterations
- explaining their reasoning or reasons for an error
- suggesting an alternative application or example
- trying a more complex problem/challenge
- applying learning in a new context
- providing more detail
- noting their feelings about the learning

Self/Peer marking

Children can assess themselves with great skill if they are taught how to do so, particularly if they regard it as part of their learning. With practice, pupils quickly learn to be honest and effective in assessing both themselves and others. Peer and self-assessment promotes metacognition in learners.

It helps them to develop a deeper awareness of how they learn and this promotes better learning. They can follow the same process as staff and look for successes and improvement.

Children will be trained to do this through modelling with the whole class, watching paired marking in action etc.

Corrections

- Are done for simple 'right or wrong' surface features or transcriptional errors e.g. spellings the child should know (will differ from child to child and usually just 2 - 5 key words, depending on the child), incorrect letter formations, capital letters and full stops (for older children who simply forget), reversal of numbers in maths – often those errors which arise out of forgetfulness or lack of application
- Don't need to be done for everything, every time
- Help to prevent children from reinforcing errors - the errors corrected are things children need to be getting right automatically, so their thinking can be directed to the quality and effectiveness of their writing or their maths work
- Can be done quickly and independently
- Need an acknowledgement mark

Improvements

- Are much 'weightier' than corrections
- Are short but highly focused and relate to the quality, structure or effectiveness of the writing or in maths, provide guidance as to how the learning can be taken forward
- Result in an actual *improvement* to the writing or maths work
- May need adult help, e.g. some re-teaching, modelling etc (whole class or group, whatever is most appropriate), before being undertaken. This requires a flexible approach to planning but goes a long way to meeting the needs of all children and 'closing the gaps' in learning
- May need a prompt as part of the marking, either to make the child think or to show the child what you mean
- Are an integral part of the teaching and learning within a unit and, as such, are carried out in literacy or maths sessions, often at the start before moving onto the new learning
- Need to be acknowledged

<u>Marking and Feedback Conventions</u>

Acknowledging Strengths – Pink Highlighting

Pink highlighting is used to acknowledge successful learning in relation to the learning intention. Its purpose is to help pupils clearly identify what has been effective so that these strengths can be repeated and built upon in future learning.

- Pink highlighting identifies success against the learning objective or success criteria.
- It supports pupils to recognise what has contributed to their success.
- Highlighting is used selectively, where it adds clarity and value for the pupil.

- Highlighted success may be reinforced through verbal feedback or conferencing, particularly in KS1 and lower KS2.
- ***n.b. Any highlighting will be fine and underneath not through children's writing***

Addressing Improvement and Next Steps

Where written feedback is given, it is used carefully and purposefully to support pupils in reflecting on their learning and making improvements.

- Written feedback is recorded in green pen.
- A 'T' in a circle may be used to indicate a task or thinking prompt for the pupil.
- Written prompts are short, focused and designed to help the pupil improve their work or understanding.
- Prompts may take the form of:
    - a question
    - a short task
    - a prompt to edit, extend or refine learning
- Time is provided, where appropriate, for pupils to respond to written prompts and make improvements to their work in purple pen.