Broadbent Fold Primary School

and Nursery



In Partnership with

STAMFORD PARK TRUST

Marking and Feedback Policy

‘Building Belief’

September 2026

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not." This policy can be adapted to suit individual needs.

Introduction

The way in which children's work is marked is critical to their understanding of their strengths, knowledge of next steps in learning, and their motivation to succeed. At Broadbent Fold we have a strong commitment to using Assessment for Learning as a tool for empowering children and improving their attainment. All children share responsibility for their learning and for the progress they make. Self and peer-assessment is therefore an important feature of our policy. Marking and feedback form a crucial element of the teaching and learning cycle and should always be used to evaluate progress and inform next steps in learning.

"Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it." EEF

Marking and Feedback Arrangements

'Building belief' is the aim in our lessons, to ensure pupils believe what they can achieve though our marking and feedback strategies. This supports our ethos of having high standards and expectations in our lessons. Explicit and constructive feedback hinges on a clear TASK and Success Criteria (a checklist) which is shared with children in all year groups. Feedback can be verbal or written, should always be constructive and will be given within the lesson. We ensure that during lesson time children have sufficient time to ask questions and reflect and act upon advice given – using a purple pen to action comments. Any feedback of this sort is a good opportunity for teachers to quickly assess groups and individuals and adjust the lesson accordingly. Written comments during lesson time should include things a child has done well in order to meet their TASK and next steps for improvement, which is linked to their success criteria. The teacher should use a model example or children's work where possible. Teachers monitor how their feedback is being used by pupils and they adapt it.

Purpose for Marking Work



Feedback and marking should:

- Be accessible to children and be purposeful.
- Be seen by the children as positive in improving their learning.
- Encourage and teach children to self-mark and peer mark.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Be based on the child's previous attainment.
- Respond to individual learning needs.
- Inform future planning and target setting.
- Involve all adults working with children in the classroom.
- May use codes – see the end of the document.
- Be used to acknowledge the work a child has produced.
- Develop working memory.

Marking Methods

Positive praise through the use of Stamps, stickers, smiley faces, star points to indicate praise/ reward and verbal feedback.

Formative Marking/Feedback

- Observations will take place in Early Years and annotations of children's achievements and comments will be made against the area of learning.
- Verbal feedback – impact should be evident from this, through editing and purple pen. This **must** be evident in books.
- For longer pieces of writing – high quality marking must take place – this can be decided by the teacher and differentiated for age groups and units taught.
- The emphasis in marking should be on both success against the learning criteria and improvement needs.
- Focussed comments should help the child in 'closing the gap' between what they have achieved and what they could have achieved.
- Pre-teaching exercises may take place following on from previous lessons.

Suitable written comments may include:

- Examples of what a child has done to achieve or work towards the task.

- Comments related directly to a child's individual target from a previous lesson.
- What a child has done or needs to do, in order to demonstrate progress.
- Questions posed by the teacher, which allows pupils to think about and answer. This supports their working memory and links lessons.

Staff ensure they work with the pupil to adapt feedback to their needs and developments during / after a lesson. EEF Research:

"Giving feedback to learners does not 'magically' improve their skills or boost their grades without those learners acting." This is the aim of our policy.

Non-negotiables

Teachers will ensure key spelling, grammar and punctuation for the age expectations are pinpointed in marking; time is to be given to children to practise. Handwriting and presentation will be addressed, especially where there are reversal of numbers and letters. Children in Year 1 onwards are expected to write the date and task correctly.

Spelling

Children in EYFS learn spelling through phonics sessions, writing their name and writing throughout the day.

In KS1 spellings are linked to phonetical patterns and the children practise key words they are getting incorrect in their books or on whiteboards. In KS2 familiar words are corrected in work and time is then given for the children to practise. Errors are also highlighted by underlining the parts of the word miss spelt and then corrected by the child. Children use dictionaries to support this.

In KS2 we teach spelling through the work that children do daily on Jane Considine. This helps children see patterns and make connections in their learning.

Frequency of Marking

- Work will be marked before the next session of that subject.
- Marking can take place during lesson time to accelerate the progress of individuals and groups.
- In the case of a long-term project, it may not be marked until the completion of the project. Children will be informed in advance if this is the case.
- During PPA / class cover, all of our pupil's books must be marked and checked by the teacher to ensure work can be effectively planned.
- Purple pen questions can take place throughout a unit between teacher and pupil.
- Highlighters may be used to identify aspects of pupil's work they have achieved.

Self and Peer Marking

- Children should self-evaluate wherever possible, using our success criteria and tool kits.
- Children can identify their own successes and look for improvement points.
- Children are trained in the process of peer assessment.
- Children are encouraged to accept guidance from others.
- Highlighters may be used to identify aspects of their work they have achieved.
- This marking should develop the pupil's confidence and oracy skills.

Shared Marking

- Make use of a piece of work from the children and use it to model the marking process and to teach key points.
- Show two pieces of work of a similar level and discuss similarities and differences.

Marking of children's work at Broadbent Fold is meaningful and purposeful.
Staff mark books in **Green** ink to distinguish comments from the work of children. Children self-correct, edit and amend their work using **Purple** ink. Children in Reception may use a pencil instead of a purple pen. The system below is used by both staff and children when marking work.

Coding

Good to be green- positive praise and next steps are noted on children's work in Green.

Purple with a purpose- Reflection time is important and children will be given time to reflect upon the teacher's comments and improve their work or answer questions. This is our main form of marking as we ensure comments made during lessons are acted upon by children. This can be acting on verbal or written comments.

The following codes may be seen – variation in age group.



Verbal Feedback

AS Adult Support

I Independent (In KS1 and EYFS)
GW Group Work (In KS1 and EYFS)

SP Spelling
P Punctuation
G Grammar (SPAG)

 Star point achieved to reflect behaviour for learning.
Good work stamps may be used which can vary from each year group.