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Feedback and Marking Policy 2025-2028

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22

It is this fruit that, in partnership with parents, we will instil in the children of our school.

Feedback and Marking Policy 2025-2028

Rationale

“We believe feedback and marking should provide constructive feedback to every child focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.”

Shirley Clarke

Aim of the Policy

To ensure consistency in the way feedback and marking is used across the Key Stages.

Purpose of Feedback and Marking

- To encourage pupil/teacher and peer dialogue
- To recognise the areas of children’s work that is good and where to improve
- To set targets
- To provide challenge
- To give encouragement
- To indicate what teachers and children need to do next with the primary aim of driving pupil progress.
- To check for standards, individually, and within the class.
- To determine whether a child is able to meet objectives
- To inform future planning

Principles of Effective Marking

Feedback can take many forms including verbal or written comments. The child must be at the heart of the process; interactions may also involve peers and the teacher. Marking of children’s work is one form of feedback. We believe that three principles underpin effective marking: it should be **meaningful**, **manageable** and **motivating**.

Meaningful: *marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

Manageable: *marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*

Motivating: *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or verbal feedback are more effective.*

Independent Teacher Workload Review group (2016)

Marking practices and procedures should be in keeping with the school’s Planning, Assessment and Recording guidance in the Staff Handbook.

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In-lesson Feedback

The most powerful form of feedback happens during the learning process.

Hattie and Clarke (2019)

Feedback is a two-way process: from the child to the teacher and from the teacher to the child and is part of the formative assessment processes within school. Within a lesson, there are many opportunities for feedback with the primary aim of driving pupil progress.

Verbal feedback

- Teachers will provide individual verbal feedback to children when appropriate.
- Feedback may include challenging questions that move thinking forward and short dialogues highlighting successes and areas for improvement.
- Verbal feedback may also be facilitated through peer-to-peer work or small group discussions.

Live marking

- Live or 'in the moment' marking can provide children with instant feedback on their work. This may be verbal or written.
- Mid-lesson feedback stops can be used to share good examples. Teachers may use an iPad or visualizer to support the modelling of editing and improving work thus providing feedback to everyone at the same time.

Peer and self-assessment

- Children will be trained in self-marking, self-evaluation and peer-assessment and be given opportunities to mark their own and others' work (both verbally and through written means), to make suggestions for improvement and to act upon these suggestions made.
- Children use Learning Intentions and Success Criteria to support self or peer-assessment within a lesson. These are age-appropriate and often co-constructed with the children in the class (see examples below).
- 'Prove-it' checklists may be used for children to evidence how they have been successful in their work (see examples below).
- Children will use a pencil (or coloured marking pen in Year 6 only) when peer or self-marking. In writing, children's marking and assessment could follow the same tickled pink and green for growth approach that the teachers use. Children will initial where they have made comments.
- Children may use their own self-evaluation system to indicate their understanding e.g. traffic lights or smiley faces (KS2). This feedback to the teacher will inform future lessons.

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Post-lesson Feedback

An important element of post-lesson written feedback (marking) is to acknowledge the work that a child has done, to value their efforts and achievement, and to celebrate progress. The marking of children's work should be regular and frequent across the curriculum. Strengths are acknowledged and areas for improvement identified. Teachers will use their professional judgement to decide when 'light touch' or 'in-depth' marking is most appropriate, ensuring that any marking they do is meaningful, manageable and motivating.

- Marking should be linked to Learning Intentions, Success Criteria and/or individual targets.
- Marking should be appropriate and sensitive to the needs of individuals and those with special educational needs.
- Praise should feature in marking and may include the use of individual stamps or stickers, group rewards, Gold Book.
- Appropriate use of basic literacy and numeracy skills are essential across all subject areas and while this must not form the basis of the marking (except where it is the focus) children are to be encouraged to practise these skills through specific personal targets and word banks.
- Teachers will not accept careless and repeated mistakes.
- All written teacher comments must be legible and neatly presented.
- All TAs, cover teachers and student teachers should initial/date books of pupils they have been working with.
- Children are reminded of the non-negotiables (expectations of GPS from prior year groups), expectations may differ for SEND children.

Light Touch Marking

This includes:

- Acknowledgement marking - with very little detail. Here a tick/initial, stamp/initial is sufficient. This acknowledgement must be dated if a piece of work is undated.
- Cloze marking - when there is a right or wrong answer.
- Photo evidence in books will be accompanied by the Learning Intention for the lesson.

In-depth marking

The aim of in-depth marking is to identify the successes and specific improvements needed to progress in a piece of work. This will be personal to the child and will consider their individual needs.

- The model for in-depth marking is as follows:
 - Highlight or mark part of the work in 'tickled pink'. This is to show the child areas where they have been successful.
 - Highlight or mark areas for development in 'green for growth'. This should be followed by feedback (verbal or written) showing next steps for success. It may take the form of a question, which moves children's learning on.

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- Teacher comments need to be in pink or green pen, consistent with the 'tickled pink and green for growth' approach. Other written teacher comments can be marked with a colour of teacher's choice. Red should not be used.
- During the writing process, children should have proof read and edited their work in response to the marking that has taken place. These are two different tasks.
- Children will be given the opportunity to respond to the comments and the next steps, enabling them to progress.
- Teachers will refer to individual targets where appropriate. Targets should be updated frequently.
- Teachers will adhere to the marking code and ensure their pupils know how to respond to the symbols (see examples below).

Feedback in Topic Books

- All work in the Topic Book should be marked. This may be a variety of light and heavy marking although heavy marking is less likely as most work will be final pieces. Success Criteria should be evident and Post It Notes or printed labels can be used for teacher/pupil comments.
- All pieces of work should be dated and the learning intention should be clear.
- There should be a range of marking evidence in the topic books as outlined above. For example, art work could have a label next to it to explain the outcome.
- At the end of the topic children will evaluate their learning and outcomes. This will take the form of an evaluation sheet with a box for the teacher and parent to comment.

Marking code

- A marking code is to be displayed in the classroom in Key Stage 2. A simplified marking code is used for Key Stage 1. Children should understand the meaning of the symbols.
- It is recognized that the assessment frameworks in Year 2 and Year 6 will limit the use of the marking code in order to allow children to demonstrate independence. Some pieces of work in other year groups may also reflect this.
- Any incorrect spelling highlighted by the teacher should use the code 'sp'. Children should be encouraged to use appropriate resources to self-correct.
- Stamps or a written code are used to indicate the type of work that has been produced and as part of the system of light touch marking as follows:
 - I - independent activity
 - VF - verbal feedback
 - T or TA – showing adult support from a teacher or TA
 - GB - Gold Book.

Homework

- All homework will be acknowledged.
- Take away tasks will be lightly marked.

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- Online homework, set on Google Classroom, will be acknowledged by the teacher through a written comment.

Early Years Foundation Stage /Year One

Feedback in Early Years and Year One is age appropriate. This will often take the form of verbal feedback. Any written feedback will be shared verbally with the child.

- Teachers make observational notes whilst the children are working with them. They continually praise and encourage the children in their next steps. When the activity is completed, the adult feeds back to the teacher and this informs planning and individual child's development. (Assessment cycle).
- Teachers in Year One will begin to apply 'tickled pink and green for growth' when marking writing.

This policy is linked to the following policies:

- Assessment and Reporting policy
- English policy
- Early Years policy
- PARR Policy

References:

Hattie. J and Clarke. S (2019) Visible Learning Feedback, Routledge.

Independent Teacher Workload Review Group (2016) [Eliminating unnecessary workload around marking](#)

Elliot. V et al (2016) A marked improvement? [A review of the evidence on written marking](#). Education Endowment Foundation.

Newman. M et al (2021) [The impact of feedback on student attainment: a systematic review](#). Education Endowment Foundation.

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Different examples of Success Criteria checklists

The Egg Year 2

L.I: Write an ending to the story.

Success Criteria:
Remember to:

Continue the story 😊 😐 😞

Make sure you have explained how/why events have happened 😊 😐 😞

Make sure your ending makes sense 😊 😐 😞

Teacher Comment:
I like it where you used 'quiet as a mouse'.
Next Steps:
Make sure that your story ending makes sense.

Writing a Fact Page Year 3

Did you remember ...

★ to include tasty facts about Canada geese?
😊 😐 😞

★ to organise your work into paragraphs?
😊 😐 😞

★ to include an eye-catching heading and sub headings. 😊 😐 😞

★ to include a variety of interesting features e.g. fact boxes, pictures and captions.
😊 😐 😞

Teacher's comment:
I really like your bird shaped habitat facts section. You provided the reader with a lot of information about the habitat of Canada Geese.

Next Steps:
Remember Canada is a country (Proper noun), so it needs a capital letter.

Pupil	Success Criteria	Teacher
L.I: To write an advert		
<input type="checkbox"/>	Descriptive and persuasive vocabulary.	<input type="checkbox"/>
<input type="checkbox"/>	The information explains to the reader what is needed to be a Roman soldier.	<input type="checkbox"/>
<input type="checkbox"/>	Bold Title	<input type="checkbox"/>
<input type="checkbox"/>	Eye-catching design featuring a clear, creative layout.	<input type="checkbox"/>
<hr/>		
Pupil response:		
Teacher comment: You have used persuasive language well to encourage interest in this position! I like the way that you have organised your illustrations.		
Next Steps: Think about using alliteration for your title?		

Recipe for Success – writing a formal letter	Me	Teacher
Can I write the address in the top right hand corner?		
Can I write the date underneath the address?		
Can I write in the first person?		
Can I use the correct closing e.g. "sincerely" for when you know their name		
Can I write at least 3 paragraphs? (to introduce, to explain your reasons and to sum up)		
Can I use formal language? e.g. no contractions		
Can I show that I have considered the audience when writing my letter?		
<u>Teacher Comment:</u> (Next steps)		

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L.I: Create a still life.	My assessment	Peer assessment	Teacher assessment
Success Criteria			
Has an interesting composition been set up?			
Has a variety of media been used?			
Have texture, tone and shape been captured in the work?			
Has shadow been conveyed so that the objects are not sitting in space?			
Have a range of different marks been used?			
My Comments:			
Teacher Comments/next steps			

Have you used...	Prove it!
Chronological order	
Compound sentences	
Past tense	
Fronted adverbial phrases	
Emotions and feelings	
My target	
Year 5/6 vocabulary/ spellings	
Year 3/4 vocabulary spellings	
Teacher comment	

Prove-it checklist

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Marking Code (KS2)

Symbols need to be written in the margin and the teacher may wish to circle an error in the text.

C = capital letter needed

—C = incorrect use of capital letter

P = punctuation error

Sp = incorrect spelling (teacher to underline faintly) and write correct above.

_____ = child to use a single line under an error and then continue (Lower KS2)

Upper KS2 will begin to neatly cross out errors and write their correction.

^ = insertion

|| = paragraph

Marking Code (KSI)

When used – it is noted that marking may be verbal.

Symbols used to support children in editing their work.

C = capital letter needed

—C = incorrect use of capital letter

P = punctuation error

Sp = incorrect spelling (teacher to underline faintly) and write correct above

_____ = child to use a single line under an error and then continue

^ = insertion