



BRIZE NORTON PRIMARY SCHOOL

Marking and Feedback Policy Years 1 to 6

Shine, Help, Inspire, Nurture, Excel

Date Adopted by the Governing Body	Review Date	Signed by the chair of Governors.
November 2022	November 2025	

Philosophy

At Brize Norton Primary School, we believe that marking and feedback is an essential element in learning. Marking and feedback are effective when children are supported to see what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternative ideas.

Aims

Marking and feedback should:

- Celebrate children's successes, demonstrating that their work is valued.
- Provide meaningful feedback to the child.
- Stimulate correction of errors or improvement in a piece of work.
- Deepen children's thinking about their own learning
- Encourage children to become independent learners, self-evaluating their own and others' work (at an age appropriate level).
- Develop a culture of continual improvement and growth mindset
- Assist in the assessment of a child's performance, providing a record of achievement for teachers and parents

In addition to this, marking and feedback should:

- Be consistent across the whole school.
- Relate to the learning objective or success criteria agreed at the start of a lesson or series of lessons.
- Support individual progress compared with a child's starting points

What does effective feedback look like:

- Relates to the learning intention and responds to individual learning needs
- Involves the children
- Live and in the moment where possible
- Is accessible for all children and personalised to individuals
- Supports future planning
- Recognises effort as well as achievement

Learning objectives

- For all lessons (even practical and oral lessons), learning objectives should be shared with the children and put in the child's book.
- The learning objective is in clear, simplified language which the child can understand. They should not be below age-related expectations for the youngest children in the class. The exception to this is if a child has significant identified SEN (working at least a year below age-related), individual appropriate learning objectives may be provided.
- If a children meets the learning objective, the teacher will flash the L.O. with a green highlighter
- Children need to be clear about their learning intention and success criteria. It is most effective if children have helped to generate these. It can be placed on a sticker, written by an adult or child. The importance is on every child knowing what they are learning about
- Photographs can also be used as a way to evidence learning (be aware of GDPR when using photographs). With a comment of what the child learnt during the session.

General Guidelines

- Written feedback and responses (including editing and corrections) will be done using a blue pen so it is clear. Purple polishing pens are to be used by the children for self-editing and self-correcting.
- Children are encouraged to reread and self-correct their work as part of good working practice.
- Children are taught to put a dotted line under words which they think may be spelt incorrectly so as not to interrupt the flow of writing. Children are taught independent, age-related strategies to support them in the checking their own spellings prior to adult support.
- When identifying spellings for corrections within a piece of work, the number of words should be appropriate for the child's stage of development, could be subject specific words related directly to their learning, should be spellings which have been taught, or those linked to the statutory spellings for the year group or from the High Frequency word list. Strategies should be taught to help secure these spellings with the children. Interventions may be used if appropriate.
- As part of regular verbal feedback, staff will identify where the children have been successful and what they need to improve.
- Children will be given time to respond to feedback.
- Written feedback should only be used when appropriate and should be done as as soon after the session as possible.
- Live marking is immediate and encouraged and can involve narration whilst marking.
- Children will be taught how to self and peer assess work, so it become a meaningful part of Assessment for Learning.
- Children should be given scaffold to support self-marking or self-assessment eg. Marking ladders, success criteria. Marking should be modelled by the teacher.
- Children and staff should give time to reflect on learning, discussing feedback and assessment as part of the learning process. Children are to know what they need to do to improve and progress.
- Feedback is not always captured in individual books but may be part of a display (eg. Working walls) within floor books or attached to photographs of children learning.
- Rubbers are discouraged. Children are to recognise mistakes are part of their learning journey. They can amend using purple pen or the use of editing flaps for extended sentences or paragraphs.
- We use dots to signal wrong answers (not x)
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Symbols used as part of the marking code and their meaning:

Code	Explanation
L.O.	Learning Outcome
L.O.	Learning Outcome met
S	Work supported by an adult
SP (in margin)	Identifies incorrect spelling on that line - a number next to it should signal how many spellings on that line (KS2) to allow them to identify which ones are incorrect, the incorrect spelling are dotted underneath (KS1) Other strategies are used to support the leaning of spellings such as writing them out as part of editing, circling correct one, repetitive practise, use of spelling flaps.
VF	Verbal Feedback
NS	Next Steps (used to outline challenges or targets to move learning forward)

I	Forgotten finger space
//	New Paragraph
^	Missing word
WW	Wrong word
()	Take out, modify, edit

If children are absent for a piece of work, the L.O will still be written in the child's book to signal a missed task. This aids in summative assessment for the class teacher as well as informs planning to ensure catch up can be provided where possible. Tasks will not be stuck books if absent.