



BITTERLEY C OF E PRIMARY SCHOOL

"Be courageous; be strong. Do everything in love" (1 Corinthians 16:13-14)

Policy: Feedback and Marking

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"Be courageous; be strong. Do everything in love" (1 Corinthians 16:13-14)

This policy sets out the principles of promoting positive behaviour and personal responsibility underpinned by our Christian vision and values.

Love each other and know you are loved encourages all within our school to treat others kindly and with respect, knowing that they will be treated in the same way. Our Christian Values of Love, strength and courage, sets out the belief that everyone should be given the opportunity to turn things around when behaviour has not been good.

At Bitterley CE Primary School, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful 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 including and informed by research. 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 pupils to correct their own mistakes
- Model and provide specific information on how to improve
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: Meaningful, manageable and motivating.

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further pupil's learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower pupil to take responsibility for improving their own work.
- Feedback will provide specific information on how to improve.

- Our priority is to provide 'In the Moment' feedback so that misconceptions are addressed at the point of learning.
- Pupil should receive feedback either within the lesson itself or in the next appropriate lesson.
- Written comments can be used when the teacher feels it is appropriate.
- Pupil will be given the opportunity to respond to the feedback given.
- Feedback and marking is a part of the school's wider assessment process.

Feedback

Teachers will decide the most appropriate feedback for each lesson in all subjects, as detailed below.

Verbal Feedback

Bitterley prioritises verbal, 'In the Moment' feedback as its preferred method of providing assessment and is a vital tool in raising attainment. Verbal feedback is a dialogue, using appropriate language and questions, with pupils having the opportunity to reflect and respond.

Throughout independent learning stages of a lesson, the class teacher and teaching assistants will be as mobile as possible and use their time to support and guide individuals or groups of pupils as errors and misconceptions occur or further challenge is required. This will lead to fluidity within lessons so that the needs of all pupil are met.

At Bitterley verbal feedback is varied and tailored to the individual child, group of pupil or whole class. It must be given in a calm, uninterrupted environment where the pupils feel secure and are open to suggestions of ways to improve.

Checking Knowledge and Understanding

Teachers will plan in the opportunity for pupils to revisit key learning. This will be checked by quick quizzes, multi choice activity, paired sharing, mind maps, labels for photos/pictures, a game, oral repetition of main points learned, written bullet points on whiteboard, repeating of stem sentences, summarising facts and knowledge or similar strategies.

Peer and Trio Feedback and Self-Assessment by Pupils

Pupils may check answers themselves; this is particularly useful when pupils are completing a set of calculations and can check they are applying their knowledge and skills accurately before continuing; pupils can check their own or a peer's work against a success criteria or checklist.

It can be helpful for pupil to assess the work of others in the class and give peer feedback. Feedback may be verbal or written and if written the comments should be initialled by the child-reviewer at KS2. Pupils will be trained in how to give effective feedback that is kind, objective, specific and helpful and relates to the success criteria- For example:

- 'I like this part, but have you thought of...'
- 'What made you use this word/phrase/ connective/simile/metaphor and not another one?'
- 'I think that next time you ought to think about...'
- 'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

Whole Class Feedback

Whole class feedback in the form of a mini plenary is given as a result of:

- A misconception
- Marking pupils' books following a lesson
- Consistent errors
- Sharing good examples

Marking

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. The codes should identify action but not give the answer/correction/improvement the pupil needs. Marking can take place during the lesson or afterwards:

- Marking is in **green ink and green highlighters**
- **Misconceptions will be identified through pink highlighters**
- **Spelling corrections highlighted**
- Pupils will neatly and legibly, edit their work using purple pen.
- Pupils will edit work above

All work will be acknowledged by the class teacher or teaching assistants using the marking symbols/codes as detailed in **Appendix 1**. Teaching assistants will initial work.

Written comments provide modelling and examples of how pupils can improve their work. For example:

Let me show you... how to use a full stop.

Or write a question/ask for further information:

Interesting views on this explorer, can you provide a reason for these ideas?

Try explaining this using scientific vocabulary.

Learning Objectives

A Learning Objective defines **what** students should achieve. Teachers **should share with their class the Learning Objective for each lesson**.

In reception and key stage 1 the learning objective will be pre- printed and should be stuck in the exercise book. See **Appendix 2**.

Pupils in key stage 2 should write the learning objective in their books (second line down under the date).

Success Criteria for Writing (Show What you Know Tasks)

A success criteria defines **how** students (and teachers) will know they have achieved the learning objective. Success criteria for writing will be stuck into books (expect year 6 from January). They **should be introduced at the beginning of the lesson and displayed** as a point of reference for teacher and pupils.

Additional subject specific marking guidance








See **Appendix 3** for **T4W** specific marking.

Maths -At key stage 2 there will be a focus on peer and self-marking during arithmetic based lessons.

Spiritual Journals- Every pupil is given a notebook to use for their reflections on the big questions. These can also be used in worship times and for opportune spiritual moments that occur. During the sessions pupils are given time to fill in their own responses in their personal journal. These are not marked by staff but can be looked at with the pupils.

Each term the teacher will ask for a sample of work from these lessons e.g. art work and ask a small group of pupils to bring their journals to show you what they have been exploring and reflecting on.

Marking symbols/codes

Symbol	Meaning
	Green for good: Teacher will dot or underline correct work in green (up to 3 examples)
	Pink to think: Teacher will dot or underline incorrect work in pink (up to 3 examples)
	'Yellow Spellow': Teacher will highlight spelling corrections in yellow (up to 3 examples)
Purple Polishing	I will need to edit or correct my work in purple pen
	At the end of a writing unit my teacher will highlight the success criteria green.
	At the end of a writing unit my teacher will highlight what I need to do next in pink
	I worked with the Teacher
	I worked with the Teaching Assistant

Appendix 2

Learning Objective Example Year1 and reception

Monday 9th December 2025

LO: To locate the school on an aerial photograph.

Learning Objective Example Year 2

Date hand written

LO: To locate the school on an aerial photograph.

Appendix 3

Talk for Writing Marking and Feedback

Marking the 'Have a go' task:

- Informs planning
- Provides class, group and individual next steps.
- Makes the link between the 'have a go' task and the teaching explicit for the pupils.

During marking throughout the 'Innovation' stage:

- Misconceptions and mistakes are highlighted and addressed.
- Letter formation is picked up on. Pupils are supported to have another go and progress is clear.
- Pupil don't make consistent errors repeatedly – these are addressed either through teaching and/or feedback.
- Pupil will be given time to practice and check what has been modelled in the shared writing.
- Feedback and marking leads to accurate work and improvement.
- Written comments provide modelling and examples of how pupils can improve their work – Let me show you...
- Mini plenaries provide whole class feedback and re-modelling during the lesson.
- Opportunities are provided for self-correction, self-editing, redrafting and improving.

Marking the 'Show what you know' task:

- Feedback or marking shows the teacher has read the work and gives positive feedback from a reader's point of view through the success criteria.
- Mini plenaries are used to encourage, keep pupils on task and share things that are going well.