



# Spring Bank Primary School

## FEEDBACK & MARKING POLICY 2025

At Spring Bank, we recognise the importance of feedback as part of the teaching & 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.

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 onerous 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 of Feedback and Marking at Spring Bank

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

- Feedback to pupils should support pupils to improve their learning and to encourage further effort.
- Feedback should be specific, accurate and clear.
- When written comments are used, these should be accessible to pupils according to age and ability.
- Teachers should demonstrate to pupils how to respond to comments or improvement time prompts in their work. Modelling will enable pupils to respond appropriately with sufficient thought and effort.
- Feedback delivered closest to the learning activity/point of action is most effective.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms, including 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.

### Feedback and marking 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 or at the start of the next lesson, before new learning takes place
3. Review feedback – away from the point of teaching (including written comments)

**When to give feedback:** Marking and feedback should involve the child as much as possible and come promptly, often during or straight after the activity. Feedback during the activity is very effective and should be a priority in lessons.

**All written work should be marked promptly** for the next lesson – see below for what level of feedback is appropriate. Marking of children's written work can take place in a teaching and learning session if this is part of oral feedback with a child. Solitary marking of children's written work during a session, where limited or no oral feedback takes place, or where the teacher is not actively engaged with the class, is unacceptable. Teachers should make professional judgements to the level of marking per lesson, per pupil.

**When to receive feedback (marking):** Time should be given at the beginning of sessions to read and act upon challenges, questions and other steps. Children may be given work as a whole class (or in groups) to complete

based on whole class feedback. Other times could include: Morning activities, during assemblies or during a lesson.

At Spring Bank, these types of feedback can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teachers gathering feedback from teaching, including pupil whiteboards, book work, etc</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity or at the start of the next lesson before new learning takes place</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take the form of self or peer assessment against an agreed set of criteria. (Any marking/editing completed as a result of self/peer assessment <b>must</b> be written in purple pen by the pupil themselves. Peer assessment must then be signed by the other pupil.)</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre- and post-teaching based on assessment</li> <li>• Some evidence of self and peer assessment</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read/respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> <li>• Actions for individuals, groups or the whole class may take place at the start of the following lesson or as another lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed (ticks/LO/stickers)</li> <li>• Progress in books – either in immediate editing or the next task, as appropriate</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> <li>• Teacher comments being responded to in purple pen</li> </ul>

## What could marking look like?

Taking account of the potential benefits for the child (and work-life balance), teachers should plan the appropriate level of feedback to give for each lesson:

Basic Feedback	Deeper feedback
Stickers / stamp to say, 'I've seen it', 'Well done!' etc  Acknowledging the LO is a must (using the marking code)  Address non-negotiables which have not been followed (using the marking code)	Next steps to say what a child should continue to do and what they should correct or develop; should involve <b>active</b> steps ( <u>not a passive comment</u> )  Although we recognise that praise is important to boost confidence and self-esteem, teachers should/are encouraged to do this verbally and written praise is not expected.  Basic feedback is expected too.
Whole Class Feedback	
When 'live' marking or marking after the lesson, general themes may become apparent, such as key spellings or incorrect use of punctuation. These can be addressed at the start of the following lesson, with children responding in their books, despite written comments not being in that child's book. They may also be addressed throughout the lesson as a mini-plenary.	
<p style="text-align: center;"><b>The key message here is minimum marking, maximum feedback</b> (and a subsequent, similar impact on learning).</p> <p><b><u>Some examples are given below.</u></b></p> <ul style="list-style-type: none"><li>● Spell correctly 5 different words which use the grapheme /wh/.</li><li>● Write five words with the suffix</li><li>● -ed correctly applied</li><li>● Write 3 different sentences which show the accurate use of there/their/they're.</li><li>● Write 3 contractions with a correctly placed apostrophe.</li></ul>	

## Verbal feedback

Verbal feedback can involve aspects of basic and / or deeper feedback.

It is an immediate way to provide feedback, meaning that children can respond straight away to improve their work and learning overall. If verbal feedback is given to an individual child, either the child, or the adult, should record this with a vf (see below). Children could engage with this by writing what was said – this serves as good evidence of remembering and understanding learning and feedback, especially in KS2.

## Written feedback

The following points mainly refer to deeper marking.

- **Marking should be active;** teachers will use imperative instructions, direct calls to action or questions to prompt an immediate response, and avoid passive steps (e.g. Correct five missing capital letters. – v letters.)
- **Following up errors is vital.** Errors made by a group of children should be followed up by some form of guided group learning (during Improvement Time, even if this means breaking from planned

learning); errors made by many in the class should be followed up, perhaps by re-teaching (probably in a different way e.g. with more resources, modelling)

- **Errors must not be allowed to continue**, especially once they have been flagged up by the teacher / TA; if the same error is spotted repeatedly, some form of action, such as a lesson or intervention, is needed to correct this
- Marking should be succinct and could use simply key words or bullet points for children to act on
- Teachers need to model good handwriting in Spring Bank's cursive style and accurate punctuation when giving feedback
- The child must be able to read the comments; if (s)he can't, an adult should read them. (This excludes Reception children, where comments are sometimes written for children but also to facilitate Foundation Stage Profile assessment and to engage parents in the learning process.)
- Comments should be appropriate to the age and attainment of the child
- Adults should use the agreed marking notes (see Marking Poster)
- Feedback must come within a safe, trusting environment
- Feedback and marking can come from teachers and teaching assistants
- Where appropriate, success criteria can be used in the book to show successes or steps leading into improvement time, particularly in KS2
- KS2 pupils may provide feedback to their peers, but they will not write in another pupil's book (teachers should review this marking); other **peer-assessments** e.g. providing feedback in PE and about homework, can be nurtured in a supportive learning environment where peers follow the same principles – peer and self-assessment needs to be actively taught (e.g. by modelling) and supported (e.g. by clear success criteria)
- Up to around three **spellings** should be identified (but not passively corrected; the pupil could be prompted to correct during the lesson/next lesson) if they are words which the adult would expect the child to know, such as key words in relation to the topic, or vocabulary which that the children may need in the future (e.g. key or high frequency words, or words which involve a spelling rule that have been covered); see Spelling Policy
- Teachers must only use green ink, and the children should use purple.

## Subject-specific

### Reading

Reading will often be whole-class feedback/self-peer marking in books, but with acknowledgement from the teacher and misconceptions addressed. There is an acknowledgement that reading will contain a lot of discussions and verbal feedback.

### Maths

We acknowledge that not every question will be marked individually for every child, but an understanding of their learning each lesson is imperative. Self and Peer marking are welcomed in lessons accompanied by live marking from the adults. It is also acceptable for whole class marking to take place when appropriate however, this must be done in purple pen and corrections must be made where needed. Adults will monitor any whole class marking for assessment purposes.

We have taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. Weekly plans must not be followed 'rigidly' if this does not suit the needs of the children. Moving on at a faster pace or slowing down to focus on objectives (depending on the needs of the children) is a priority.

### Writing

It is expected that all children from Year One carry out a black pen edit of their written work prior to it being marked by the teacher. This is an essential element of the writing process and encourages children to re-draft and improve their writing independently.

The black pen edit is a process carried out independently by children **as** they are writing and NOT at the end. It is expected that children will use age-appropriate 'stages' to carry out this black pen edit (this might be at the end of each sentence / two sentences in Year one vs at the end of each paragraph in Year 5).

Children **MUST** be presented with resources necessary for them to complete the black pen edit independently, these include items such as alphabetic codes, non-negotiable grids (for their age range and below) , writing skeletons etc.

Children carry out any improvements or changes to their writing during the black pen edit in their black pen or pencil, as this is an independent check of their writing.

During the black pen edit, children check their writing by reading it to themselves (often saying the words aloud) and checking for:

1. Sense (does what I have written make sense/have I written in the correct tense for the genre of writing/does my writing flow or follow on in a coherent way to a reader?)
2. Spelling (all common exception words **MUST** be spelt correctly and any subject/topic specific vocabulary which have been included in the word bank provided by the teacher)
3. Punctuation (children are expected to use the punctuation appropriate to their age. This should be used confidently and independently – children should not be encouraged to use punctuation beyond that expected for their age)

Marking should primarily support children to improve a piece of writing in line with the narrative or non-narrative writing the child is completing; this may include re-drafting sections, re-organising paragraphs, etc. Editing flaps may be used to show where parts of the work have been redrafted, if appropriate. In addition, marking may be used to identify that children need to correct some elements of the same work, e.g spellings, missing punctuation, tense consistency etc; however, we expect that children will have attempted to edit their own work for errors in spelling and punctuation prior to handing in their work for teacher marking.

### **Spelling**

By providing resources to support spelling, we expect self-correction whenever possible and seek a balance between correct spelling and fluent writing.

Children are expected to correctly spell words that are provided for them on word mats, the board, or the display/working wall. Specific focus will be given to the common exception words for that year group and the year groups below. If errors in spelling do occur and are not self-corrected by the child, the symbol '**Sp**' will be used to indicate that children need to find and correct spelling errors. 'Sp' will be used in the margin for KS2 children. For KS1 children and for children where spelling is a particular weakness in KS2, incorrect words may be underlined for them.

### **Punctuation**

Children are expected to correctly punctuate all their writing, using the punctuation identified in the National Curriculum that is relevant to that year group and taking into account all previous year group expectations. Resources may be provided for children on non-negotiable grids or mats. If errors in punctuation do occur and are not self-corrected by the child, the symbol '**P**' will be used to indicate that children need to find and correct punctuation errors.

### **Foundation subjects**

If a pupil has successfully completed the learning objective, a single or double tick will be used next to the LO.


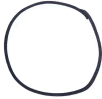

There is no expectation that teachers will provide in-depth feedback or marking in foundation subjects. However, feedback will be essential if a pupil demonstrates a misconception of a key learning element or if subject-specific vocabulary has been used inappropriately. This feedback will ensure misconceptions are addressed. Teachers should use their professional judgement as to the most appropriate feedback method to use.

It is appropriate for a child's personal target to be taken into account when marking. Personal targets for writing should be applied across the curriculum. When marking, teachers should take care however, to ensure that feedback and any marking reflects the subject being taught and is not over-focused on the elements of English, in particular handwriting, punctuation and grammar.

In PHSE, work will be completed in books do not require a deep mark. Live marking, verbal feedback and class discussions are the main aspects of feedback in this subject. Other ways of assessing children's learning of PSHE and personal development can be captured in the following ways: Ask-it baskets, brainstorming, role-play, quizzes, and questionnaires. Further assessment methods can be seen on the 'A Whole Child Approach' document.

## Marking Code

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 below. Marking must be in green pen using modelled Spring Bank handwriting.

  <p>Correct</p>	<p style="text-align: center;">•</p> <p><b>Incorrect &amp; try again</b></p> <p>A second dot is required if the answer is still incorrect after retry. Adult intervention is then clearly needed at this point.</p>	  <p><b>Error made here</b></p> <p>(Written work only - highlights an issue in the area linked to the coding in the margin, which the children must correct)</p> <p>Only appropriate for children who may find identifying their own errors difficult due to ability or need.</p>
<p style="text-align: center;">?</p> <p>Doesn't make sense - indicate which part/parts of the child's work don't make sense with brackets around</p>	<p style="text-align: center;">HLTA/ST</p> <p>HLTA / Supply Teacher taught this lesson</p>	  <p>Single tick for achieving the LO and Double ticks for exceeding expectations</p>
<p style="text-align: center;">WS</p> <p>Completed with support</p>	<p style="text-align: center;">P</p> <p>Missing/incorrect use of punctuation</p>	<p style="text-align: center;">Sp</p> <p>A spelling error has been made and needs correcting.</p>
<p style="text-align: center;">CL</p> <p>Missing or incorrect use of capital letters</p>	<p style="text-align: center;">→</p> <p>Next steps for improvement</p>	

## **Children Improving their Work**

When children are self-correcting or being offered an opportunity to improve their work, there are several options:

- The child may cross out, with a horizontal line, their first attempt and the symbol will remain as evidence of where the child has self-corrected. NO RUBBERS!
- Black pen editing is expected for children to self-correct or improve their work before an adult or peer has looked at it.
- Purple pens are used in all subjects for improvement after feedback from the teacher, any other adult or peer. The focus for correction and/or improvement may either be related to the learning objectives / success criteria or to on-going issues such as sentence punctuation. There will be times when this focus is determined by the teacher and others when children address personal targets.
- Editing flaps may be used for redrafted paragraphs where appropriate.
- In Maths, children are asked not to erase their errors and instead should use an 'empty box' or empty line in which to have a second attempt or rewrite the calculation / problem, depending on age and ability.
- Closing the Gap prompts are used appropriately to support children in achieving learning challenges; for example 'say more about that... Can you explain more...' or an unfinished sentence for children to complete.
- Children are taught how to edit, mark and improve their own work (Y1-Y6) and to peer assess that of other children in relation to the learning objective or success criteria, and are given ample time to do this as an important part of the writing sequence. Editing must take place throughout the writing sequence and not just after the first draft.
- Where work has been inappropriately presented or shows the minimum effort, children are asked to improve or re-present it in their own time. We have high expectations and also expect children to have high expectations.
- A rubber may be used in tasks where work is to be displayed, or where it would not be practical simply to cross out a mistake.
- Decisions about the number of marks, corrections or opportunities for improvement on a piece of work depends on the learning objective and marking focus and the needs of the child. We always expect children to do their best, but this does not mean that we expect perfection.

## **Providing feedback and marking for pupils with Special Educational Needs / Disabilities**

- Feedback and marking should be accessible to all pupils and motivate and encourage all children by helping to identify small steps of progress, set appropriate targets and provide support to improve learning.
- For pupils with additional needs, it may be necessary for teachers to break targets down into small achievable steps so that pupils feel a sense of achievement and can see their progress, even if steps are small. B-Squared materials are used to support teachers in doing this.
- A full range of feedback methods will be used for pupils including non-verbal, verbal and written depending on the needs of the pupils.

## **Handwriting**

- Appropriate presentation is important and handwriting is taught and marked as a basic skill.
- We use the Spring Bank Handwriting style and teach joining from Y2. The style and the joins are exemplified on the posters in each classroom from Y2-Y6.
- Children are expected to try hard with their presentation. When effort has not been made the child will be asked to re-present their work.
- Staff must provide a good model of handwriting for children when marking or when scribing for children.

### **Lesson objectives and dates:**

In Year 1, children write the day of the week and the staff member ensures that the rest of the date is included. Children from Year 2 are expected to write the full date. These are non-negotiables and must be spelt correctly and corrected if not.

The short date is only used in maths lessons or for a continuation of written work and is placed in the margin.

### **Use of TAs**

TAs and HLTAs need to be aware of the marking policy and follow this when teaching a class, or working with particular groups within the classroom. Teaching assistants live mark work alongside children and teachers manage and train TAs to ensure this is part of regular practice.

When HLTAs cover lessons, only live marking is expected and a summary of how the class completed the work should be passed onto the teacher either verbally or written.

### **Monitoring**

Subject Leaders and/or SLT will sample the work in books for their area of responsibility focusing upon editing, improvements, progress and high expectations as indicators that feedback is being successfully used to move learning on.

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