

Marking and Feedback to Pupils Policy
Barlby Bridge CP School



Document Status			
Date of Next Review	November 2025	Responsibility	<i>Full Governing Body</i>
Success Criteria for review completion		Responsibility	
Date of Policy Creation October 2022	Adapted school written model	Responsibility	<i>Stephen Walker</i>
Date of Policy Adoption by Governing Body November 2022		Signed:	
Method of Communication (e.g Website, Noticeboard, etc) Noticeboards in classrooms School website Google Classrooms			

Rationale

Marking and feedback to pupils at Barlby Bridge CP School has three purposes.

To help children:

1. Understand what they have done well
2. Understand how to improve
3. Make visible signs of improvement as a result of feedback.

It is through effective marking and feedback that children understand what they have done well and the reasons for it. Constructive next steps for learning help children to understand what they need to do next to make progress and move their learning forward. We aim to ensure that discussions with children about recently marked work display a good understanding of both these points. Marking comments given refer to the learning challenge and the success criteria generated by the children throughout the lesson/ series of lessons. Comments referring to other aspects of children's work which are not part of the learning intention are kept to a minimum. When focused marking is used to give 'next steps' different types of prompts are used including reminders, scaffolds and examples to choose from. Teachers also respond formatively to marking feedback given through identifying future teaching points. It is expected that children will have two pieces of quality marking for maths and two pieces for Lit/topic each week. Work that is not being quality marked should still include a comment which refers back to the learning challenge. However, this may be provided as verbal feedback and in these cases the (V) symbol will be used and a brief annotation of the feedback given will be recorded.

Visible progress

Effective marking and feedback allows children to make visible signs of progress. In order for feedback to be worthwhile, the information must be used and acted upon by the children. Teachers and teaching assistants ensure time is given to individuals to act upon the marking guidance given and make any necessary improvements. When the learning intention has been met, teachers provide additional challenge or a question prompt which allows children to deepen their understanding.

Children in KS1 and KS2 are provided with a purple marking pen which is used to respond to marking and feedback comments and challenges. Children in KS1 may require a higher level of support in order to ensure they can understand the feedback given and respond appropriately. Children in EYFS receive verbal feedback and responses are recorded as part of a 'next step' in the child's learning

journey. Marking codes are used to ensure consistency throughout school and a copy of the codes should be displayed in each classroom. Children are encouraged to regularly reflect upon and redraft aspects of their learning. In these cases, the teacher uses a highlight pen to identify positive sections of work that need to be redrafted or to identify an error or misconception.

Consistency

The three main purposes of marking are evident in all classes, in all subjects throughout school. However, our approaches may differ.

We believe that verbal feedback is one of the most powerful ways of communicating success and next steps to children. Sometimes it is more appropriate to give feedback verbally and this often happens as a natural course of the lesson. Where verbal feedback is given for pupils' recorded work, we use 'key word marking' which is an indication that feedback has been given. We use the code (V) to indicate verbal feedback has been given. Next to the symbol the teacher makes a brief note of the next steps discussed. This is to help both the teacher and child remember what was discussed so the work can later be checked for visible signs of improvement.

Evaluation

Frequent work scrutiny and discussions with pupils are undertaken by senior leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

Barlby Bridge Primary School Marking Codes



	You've done this part really well.
	Now you need to...
	Your teacher has talked to you about this piece of work.
SP	You have made a spelling mistake. Look for the correct spelling in the dictionary/ word mat and write it out.
PM	Use this code when you have marked your work with a buddy.
	You need to redraft this part of your work or there is a mistake that needs to be corrected.
PT	Child worked with an adult in a pre-teach session before the lesson or post-teach session after the lesson.
S	Adult supported work
I	Independent work

Remember to respond to the comments that the teacher has written using your **purple pen**.



