Marking and Feedback policy

Bucklesham Primary School

Approved by:	Rachael Rudge, Rebekah Cordle	**Date:** July 2026
Last reviewed on:	May 2024	
Next review due by:	July 2027	

Principles

"Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop."
"The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work."
"There is also a cultural challenge here. In many cases the view is that you must spend hours marking to be a good teacher; that writing pages of feedback makes you more effective; and that there is a link between the quantity of marking and pupil progress. These are myths that need to be debunked."

Workload Review Group marking report, March 2016

The principles from the independent report on eliminating unnecessary workload relating to marking were that all marking should be**:**

- **Manageable:** Assessment policies should be clear that marking practice should be proportionate and consider the frequency and complexity of written feedback, and cost and time-effectiveness of marking in relation to the overall workload of teachers.
- **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.
- **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 oral feedback are more effective.

The purpose of feedback

The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil (e.g., making corrections to spellings, punctuation or elements of grammar).

We should always start by asking ourselves, 'why are we giving this feedback?' There are two main reasons:

- To motivate the child
- We can see an opportunity to move learning on by:
    - Addressing a misunderstanding
    - Reinforcing a skill or key piece of information
    - Extending a child's understanding or ability to do something

Sometimes lots of children would benefit from a next step comment; other times, no one will. As a school, we encourage you to use your professional judgment to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step comment is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress.

Why we don't mark everything

The Eliminating unnecessary workload around marking report highlighted "that marking had become a burden that simply must be addressed" (DfE, 2016). Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification.

Cutting down your marking workload

Ask yourself: Do I need to mark this diagnostically?

There will be times where it is appropriate to take in pupils' work and write diagnostic feedback on it. But before you do, ask yourself if there is a more time-efficient method of giving pupils feedback.

Such as:

- asking pupils to mark it (if the mark scheme is very straightforward, such as yes or no answers)
- asking pupils to mark it after looking at some model answers, so they can judge their own work against what others have done (this works well for longer answers where the examiner wants something in a particular style or structure)
- reading what pupils have written but not writing anything on the work. As you read, jot down the common misconceptions in your own notes, but don't write anything on the pupils' work itself. Then you can spend the next lesson going over the common misconceptions and getting pupils to make corrections or re-write their responses to improve their marks

How teachers and support staff provide feedback

Not using written marking means that other kinds of evidence are needed to demonstrate how teaching is helping pupils to progress. The school has put together a table to show how teachers and other support staff provide feedback to pupils and also how the leadership team will monitor and support this.

How we give feedback:

Type	What it looks like	Evidence
Immediate	• Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions.	Lesson observations; learning walks.
Responsive (catch-up)	• Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Usually delivered by a teaching assistant based on guidance from the teacher. • An element of the child's responses to catch-up are recorded in their workbooks to show progress over time.	Learning walks; catch-up observations; book looks.
Summary (feed-forward)	• Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant.	Lesson observations; learning walks; book looks.

Marking suggestions

These suggestions may work more effectively on some subjects than others. See the following examples:

- go around and highlight the things they've done well in one colour and the things they need to improve on in another colour e.g., spelling mistakes
- highlight learning objective green if achieved and orange if not (Maths and Writing)
- self-review colour in smiley face (red, amber or green) by child at end of learning
- I G S (Independent, Guided, Supported) circled to show the level of support given

Wednesday 30th October 2026
LO: To calculate accurately
I G S ☺

- cut down on marking time with standardised codes (see appendix)
- self-assessment against model answers
- lots more knowledge quizzing which pupils can self or peer mark
- guiding pupils to improve responses against model answers, including use of visualisers, **especially when modelling writing at KS2**
- live writing on the board – the teacher models how to write the answer, giving a commentary of the thoughts that run through their head as they do (thinking out loud, metacognitive strategy), including making mistakes and corrections. Also known as Walking Talking through a test.
- getting pupils to present work and peer mark against assessment criteria
- skim read work and give general feedback verbally
- in the middle of a unit, when diagnostic assessment is most useful, use a diagnostic grid and multiple choice rather than write sentences. At the end of a unit, do knowledge quizzes which pupils can self or peer mark.
- getting the pupils to green pen using the criteria before handing work in. Teacher then just has to check.
- only mark in detail those who need it. There's nothing to say everyone needs to receive the same level of detail. For instance, if some pupils have got full marks, don't write anything. A challenge or next step could be given.
- whole class verbal feedback on the main misconceptions. Get pupils to write it down in green so they don't forget it.
- Letter and number reversal need to be picked up and corrected every time until they have it correct.
- Maximum of 3 keywords misspelt to be picked up and corrected. These words could go on a spelling list in the book to refer to.
- Distance marking in EYFS – where learning objective for activity is recorded on a sheet with each child's name, so can easily see who has achieved it and common misconceptions.

Appendix: Marking codes

Wednesday 30th October 2026
LO: To calculate accurately
I S G ☺

V – improve your vocabulary, word may be underlined

P – check your punctuation, this may be circled

sp – check for spellings, word may be underlined

// - you need another paragraph

VF – verbal feedback, this may be with a word with what the verbal feedback was about.

 – finger space needed

 – next step

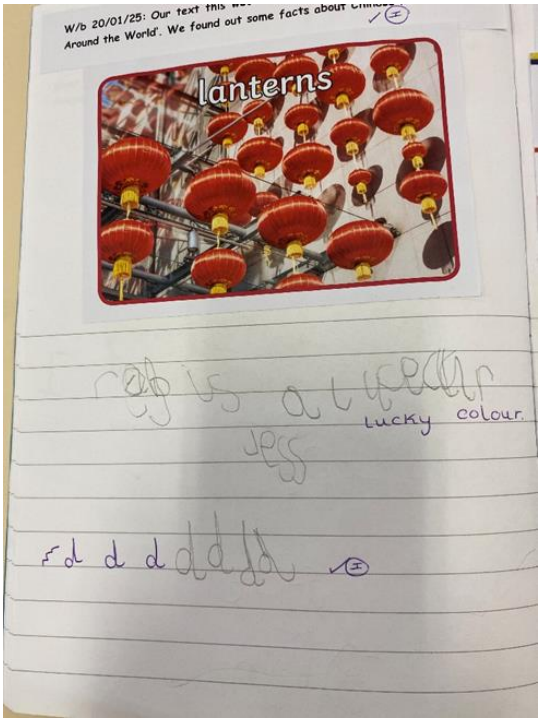
CL – capital letter missed, this may be circled

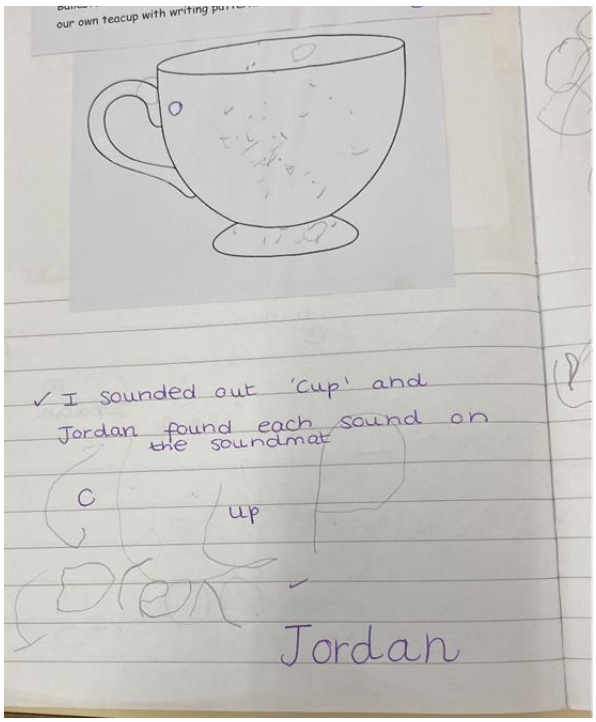
abc – write on the line

. – full stop missed, this may be underlined

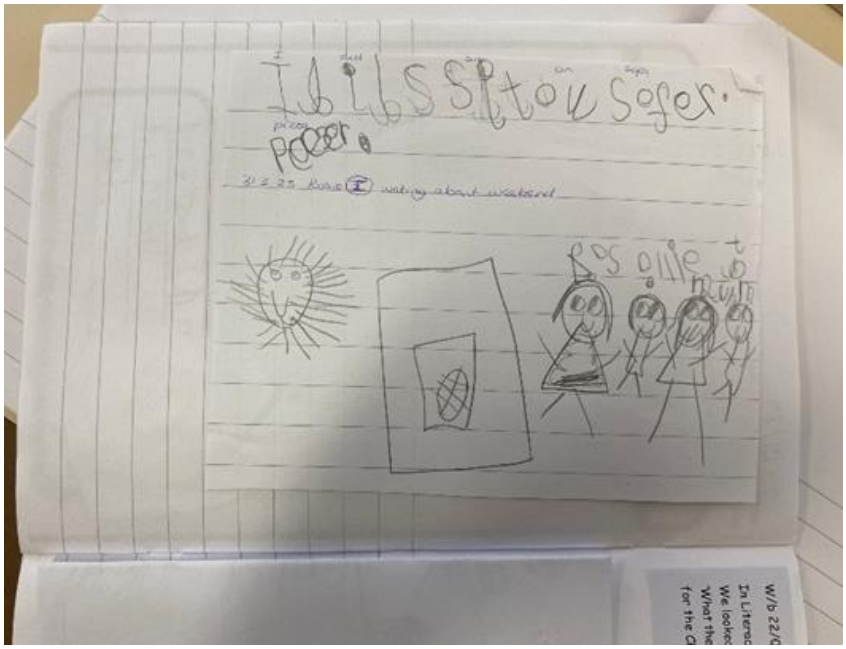
Examples of good marking of writing

EYFS



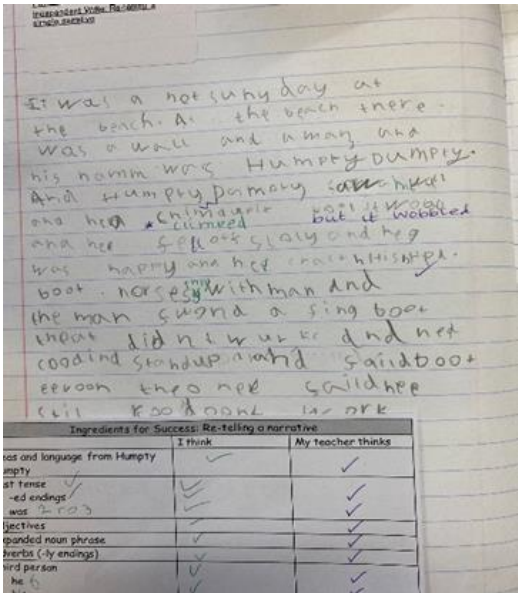


1. This shows next step of letter formation and practice of the letter “d” independently.
2. This shows how he sounded out the word with support and wrote it in his book.

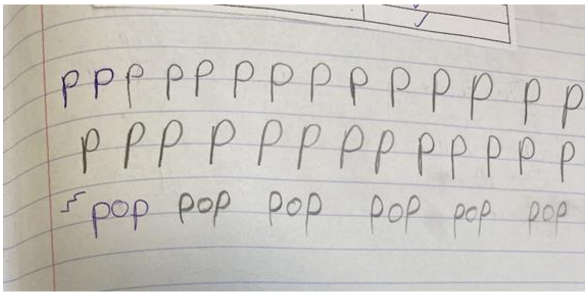


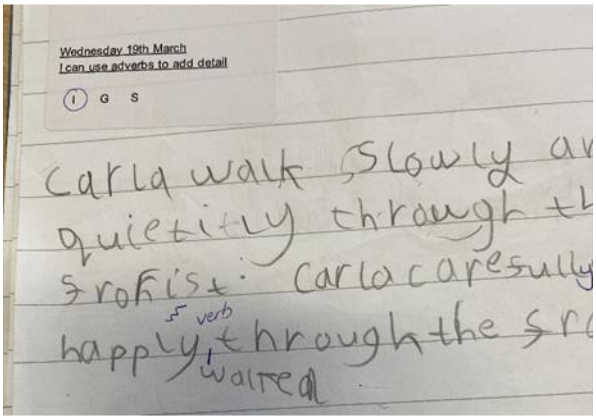
This shows a reception child working independently at her writing.

Key Stage 1



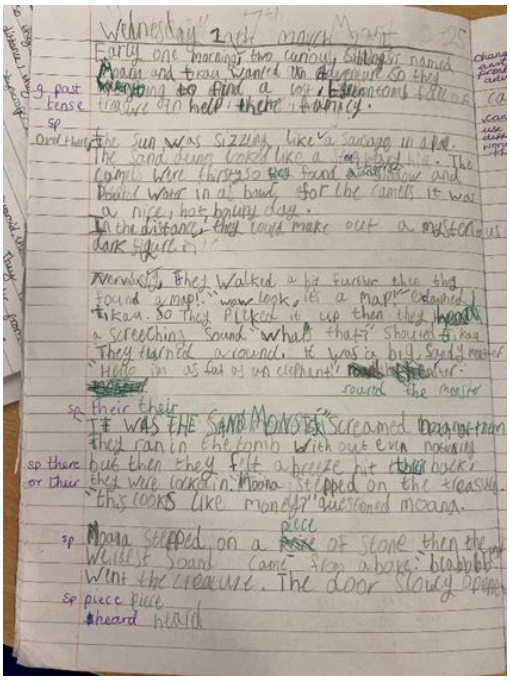
This shows good use of the Ingredients for Success by pupil and teacher.

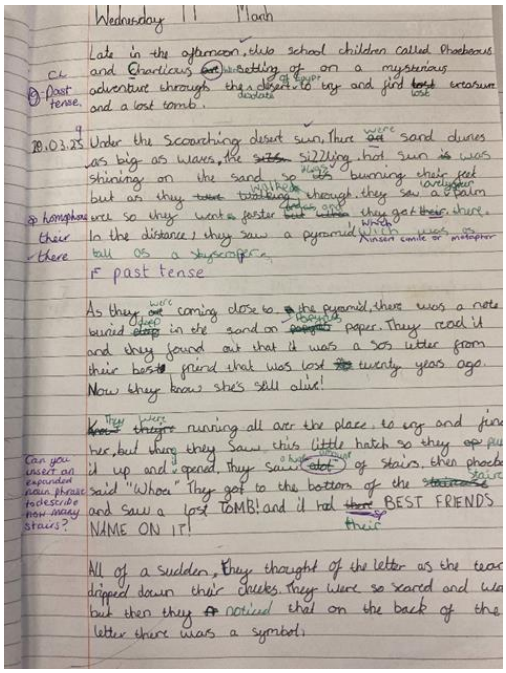




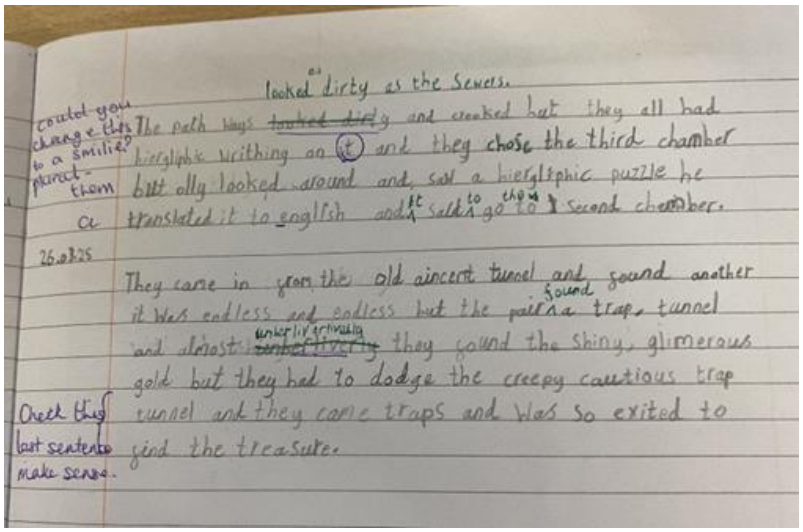
1. This shows next steps of letter formation and the word pop.
2. This shows her next step to add a verb and “walked” was added.

Lower Key Stage 2



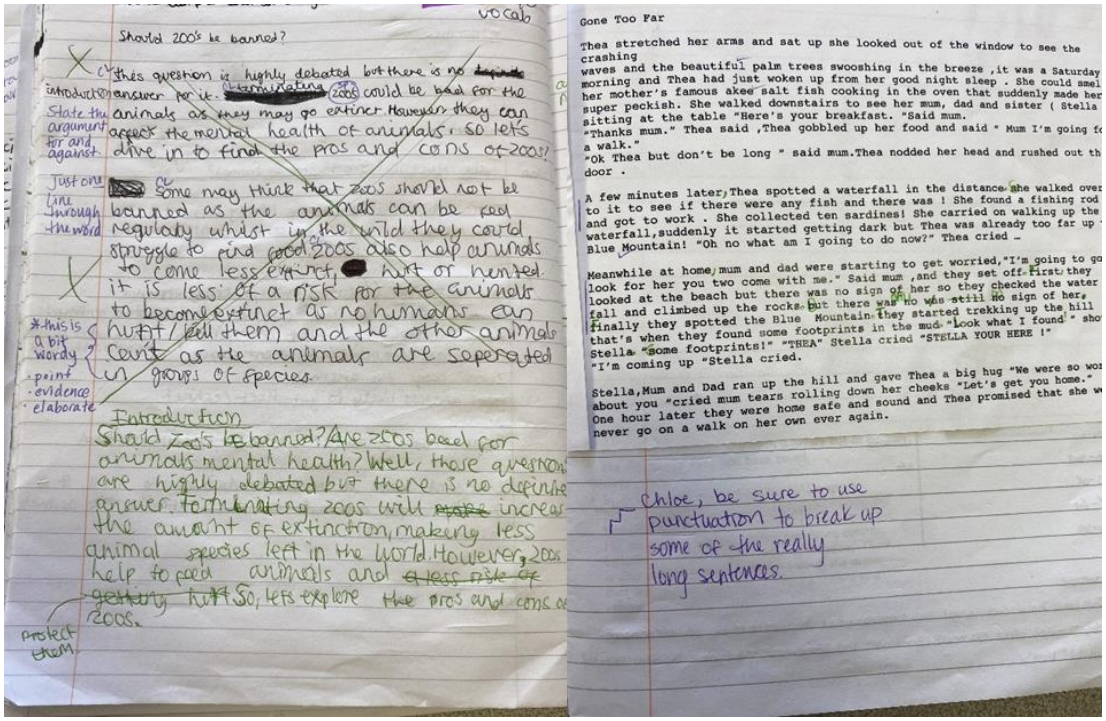


1. This shows feedback on using the correct homophones and the child made the correction.
2. This shows feedback to add an expanded noun phrase and then pupil added in “huge amount” and corrected “their”.

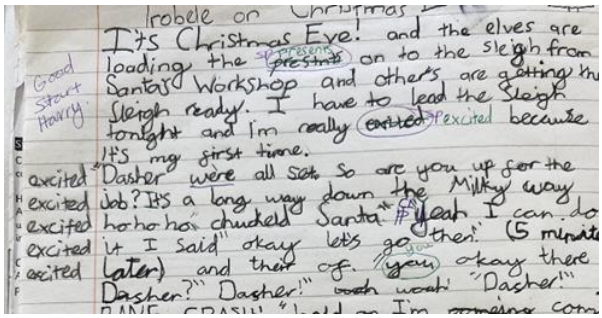


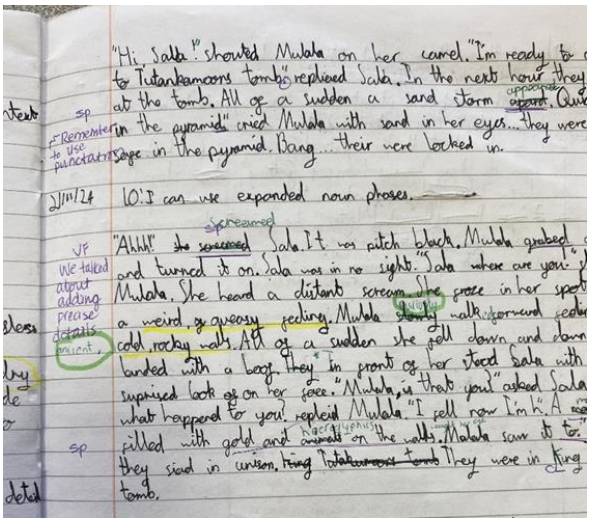
This shows the feedback to add a simile and it is added in green pen “The path ways looked as dirty as the sewers.

Upper Key Stage 2



1. This feedback states to use the structure of point, evidence, elaborate and the pupil rewrote the paragraph with the changes.
2. This feedback shows editing for punctuation (commas after adverbials and full stops).



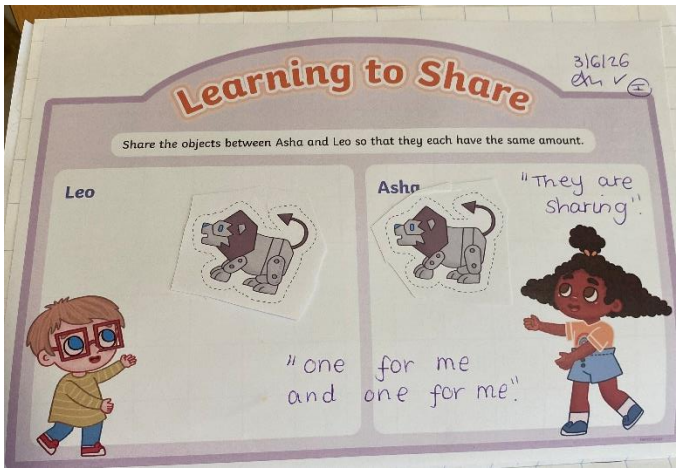


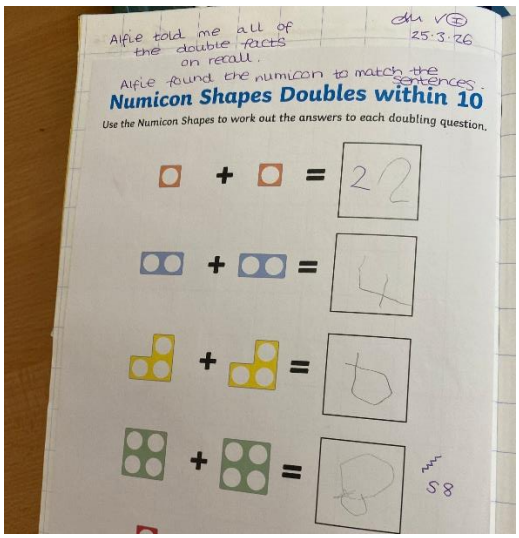
1. This feedback shows a spelling correction of a commonly misspelled word and the repetition.

2. This feedback mentioned adding precise details. The pupil added “ancient”.

Examples of good marking of maths

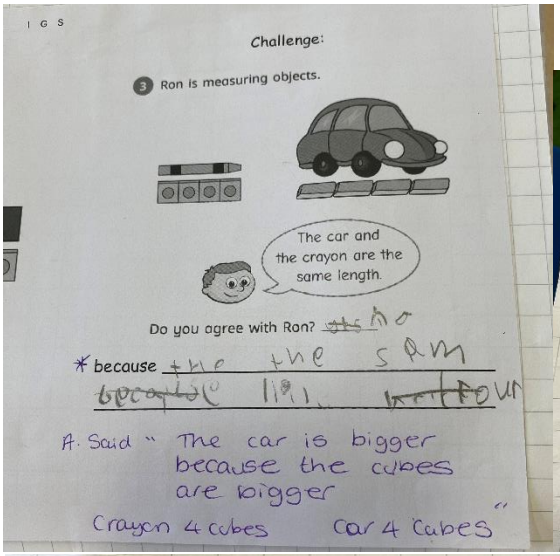
EYFS





1. Staff initials and date and I for independent. Also recorded in inverted commas what the children said.
2. Notation shows that the child could recall the double facts rather than work them out and that they could match each number sentence with the correct Numicon. Next step is given with the S formation to support the 8 formation. This needs to be practiced in the book too straight away. Improvement should be seen over the next few pages of this formation of 8.

KS1


I G S

Challenge:

3 Ron is measuring objects.

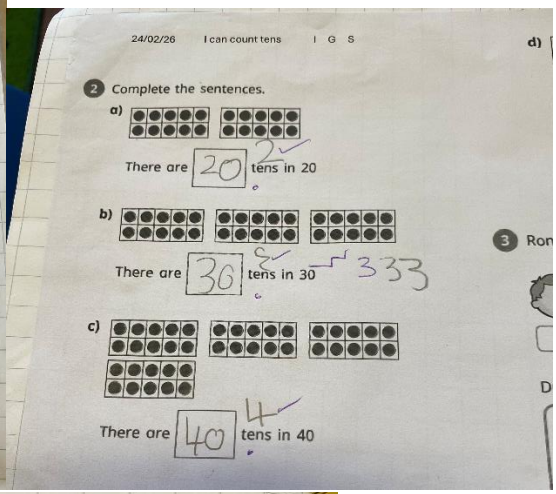
The car and the crayon are the same length.

Do you agree with Ron? ~~yes~~ no

* because the the same

A. Said " The car is bigger because the cubes are bigger

Crayon 4 cubes Car 4 cubes "


24/02/26 I can count tens I G S

2 Complete the sentences.

a)

There are 20 tens in 20

b)

There are 30 tens in 30

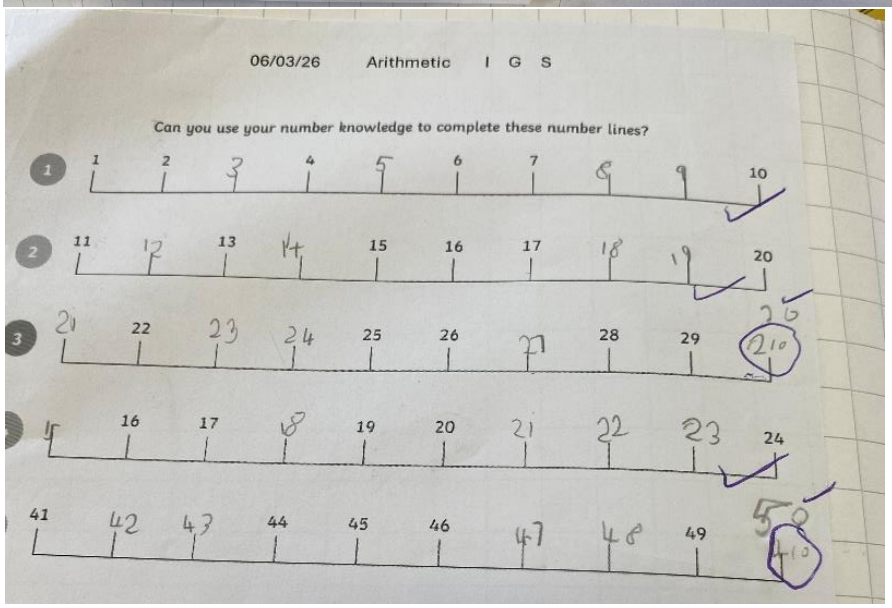
c)

There are 40 tens in 40

d)

3 Ron

D


06/03/26 Arithmetic I G S

Can you use your number knowledge to complete these number lines?

1 1 2 3 4 5 6 7 8 9 10

2 11 12 13 14 15 16 17 18 19 20

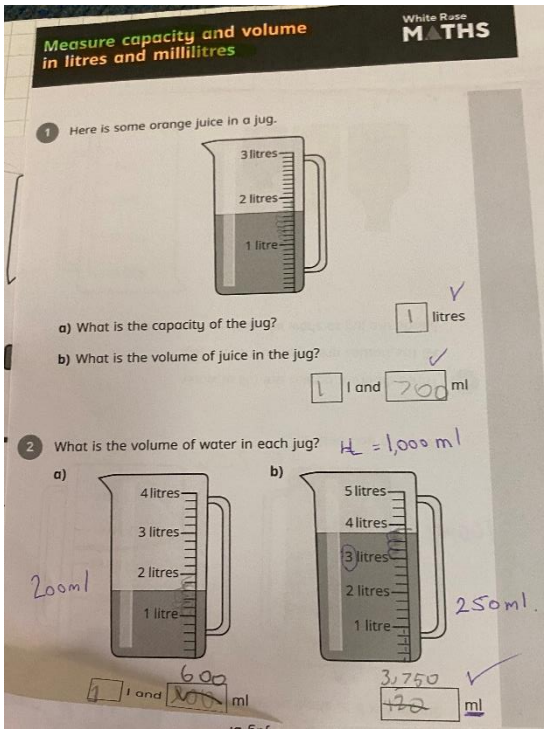
3 21 22 23 24 25 26 27 28 29 210

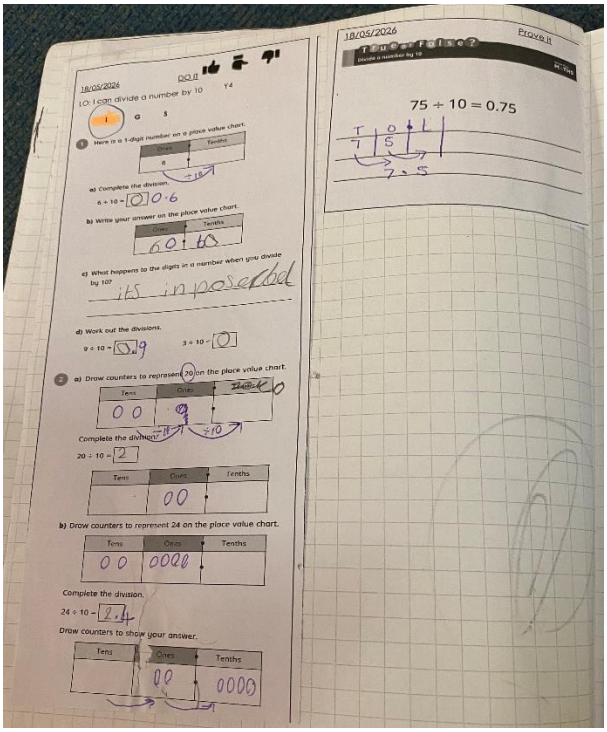
16 17 18 19 20 21 22 23 24

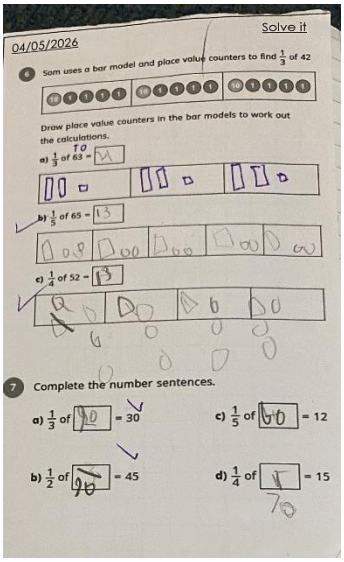
41 42 43 44 45 46 47 48 49 410

1. The child's words have been recorded to explain how they knew as it was hard to understand what they wrote. This would be better if it had been indicated the level of support by circling I for independent, G for guided and S for supported.
2. Purple dots next to the answer shows they need to be corrected. The new answer is ticked and a next step given of number formation for 3 which is then practiced. Again, it would be better to circle I, G or S to show level of support given.
3. The 2 incorrect answers have dots next to them and are circled. The new answers are then ticked correct. Again, it would be better to circle I, G or S to show level of support given.

Lower KS2

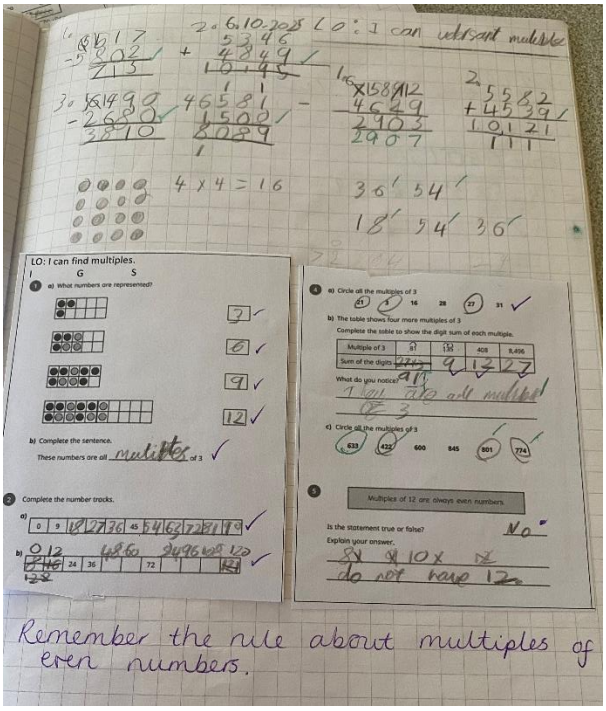


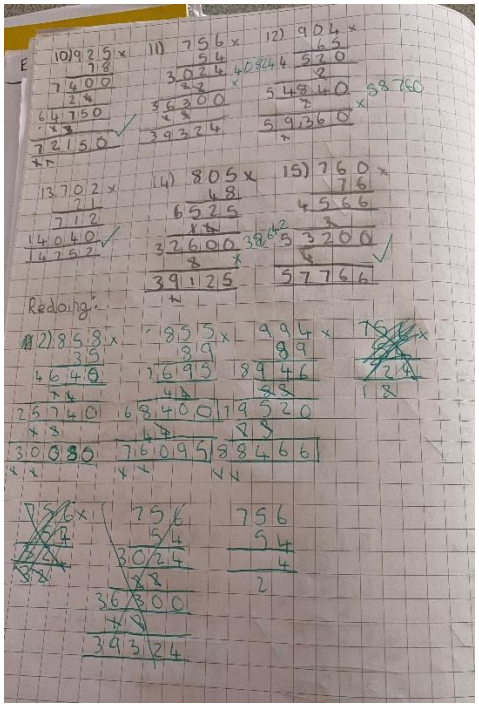




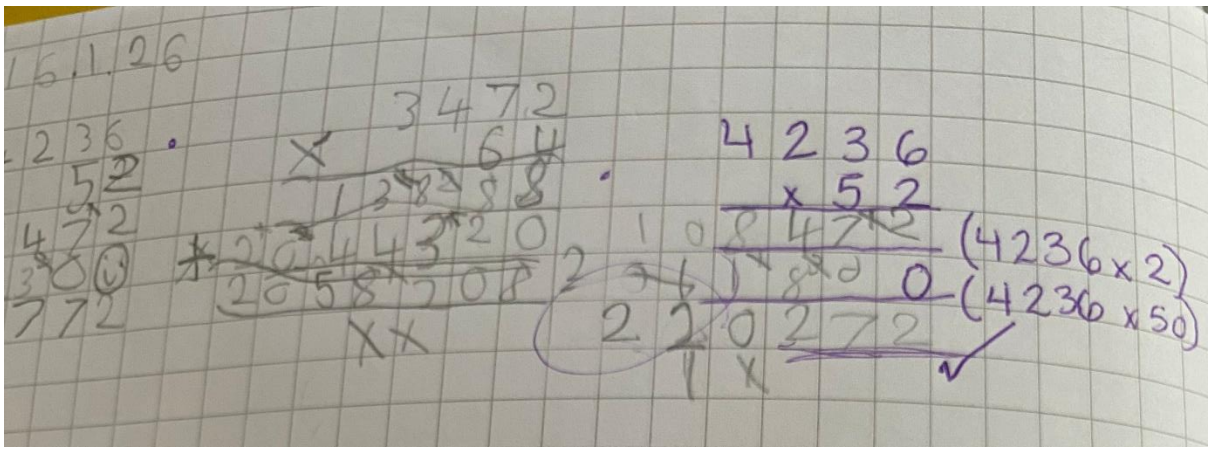
1. The learning objective is highlighted in green if fully understood and in orange if partly understood. A reminder of 1l=1000ml is written by the teacher and the teacher has supported the child to read the scales on the jugs by writing what the jug is going up in for each mark on the scale.
2. At the top of the page, we can see that the child has completed this independently but not fully understood it. The teacher has addressed the misconception of how to divide by 10 by moving digits one column to the right; they have also drawn in place value counters to support the child to solve the questions.
3. The teacher has drawn in dience base 10's and 1's to support the child to solve the problem pictorially by reminding them of the concrete apparatus.

Upper KS2

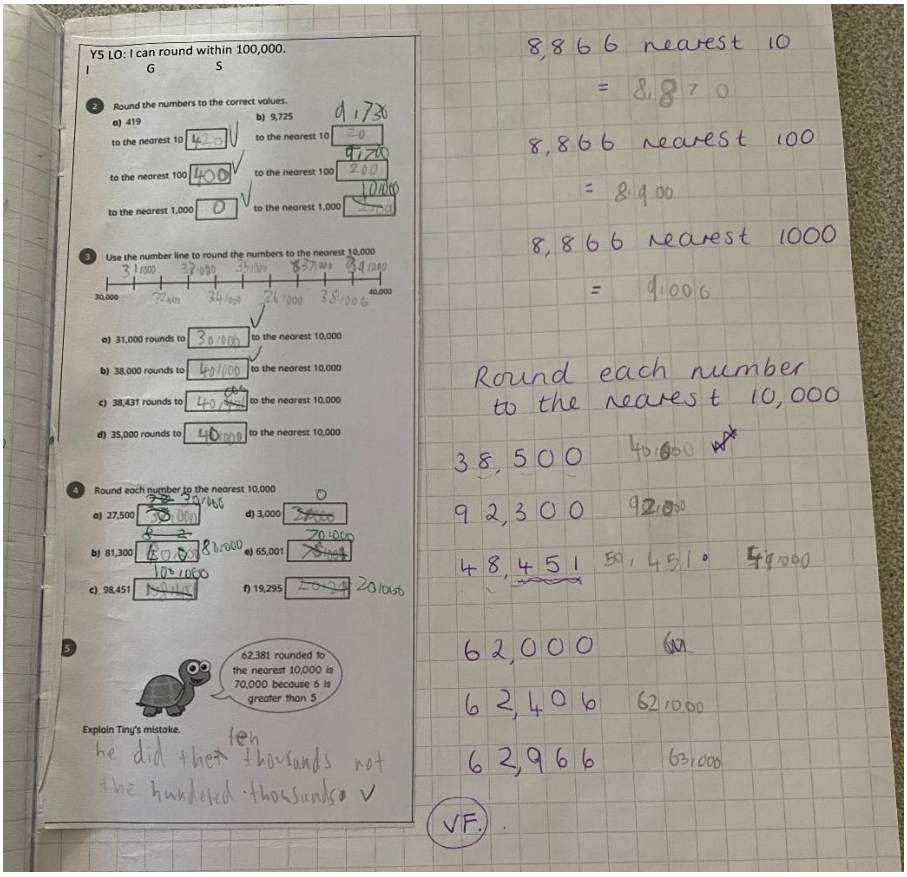




1. The mistakes have a dot next to for the child to correct. There is a reminder of the rule about multiples of even numbers. Even better if the child had written the rule down and if the teacher had highlighted the learning objective green if they had fully understood and orange if partly understood but not yet secure.
2. The green pen in the bottom half of the page shows where the child has done corrections after self-marking the calculations at the top of the page wrong.



3. These 2 calculations have been marked wrong as shown by the dot. The adult has then worked through one with the child, putting in the zero place holder to support.



4. Errors have been made on the bottom half of the sheet. The adult has then given the child more practice to ensure they have understood, underlining the key digits in 48451 to support them to round to the nearest 10,000. These corrections need to be marked as they are not all correct. VF has been written at the bottom of the page to show verbal feedback has been given.