

BELLINGHAM

PARTNERSHIP OF SCHOOLS

Marking and Feedback Policy

2026-27



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Policy applies to:	Bellingham Primary School	Yes	Bellingham Middle School	Yes

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1.0 Introduction

This policy reflects the Partnership's philosophy and values with regards to providing children with feedback about their learning. The policy is for the use of all teachers and teaching assistants who are involved in providing feedback to our pupils. This also provides information to parents and carers about our assessment for learning practices and how children are involved in their own learning and clarifies expectations on the marking of pupils' work.

2.0 Aims of the policy

- To provide a consistent stance on feedback throughout the school, so that pupils have a clear understanding of their teachers' expectations of them, enabling them to identify strengths and information on how to improve their performance.
- To use marking as a tool for ongoing formative assessment, ensuring children are effectively challenged and that progress is evident through a dialogue which supports progression.
- To develop positive attitudes to learning and achievement.
- To inform the teacher of children's progress and needs for future planning.

- To support the balance of teacher workload.

3.0 Feedback

3.1 Definition of feedback

Feedback is a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies.

Feedback should empower children to take responsibility for improving their work; it should not take away from this responsibility by adults doing the hard thinking for the pupil. Feedback is a part of the schools' wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Feedback can take the form of spoken or written marking, peer-marking and self-assessment. At Bellingham Primary School and Bellingham Middle School, we recognise that verbal feedback can be just as valid as written feedback, and our schools will not necessarily put greater emphasis on written feedback. The quantity of feedback should not be confused with the quality.

3.2 Purpose of feedback

Feedback and marking should:

- Focus solely on furthering children's learning and driving pupil progress; it should improve the learner, not just a piece of work.
- Be manageable for teachers and accessible to pupils and relate to the learning intention;
- Give recognition and praise for achievement;
- Give clear strategies for improvement which result in better pupil achievement;
- Allow specific time for pupils to read, reflect and respond to feedback and marking.
- Be incidental to the process: Bellingham schools will not provide additional evidence for external verification.

4.0 Responsibilities

4.1 Teacher responsibilities

DfE Teacher Standards state that teachers have the duty to give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

4.2 Senior leader and Governor responsibilities

Senior leaders and Governors are responsible for the effective deployment of all resources in school. They should consider the hours the teachers spend on marking and have regard for the work-life balance of their staff. When assessing and reviewing the marking policy, they should use the three principles: "all marking should be meaningful, manageable and motivating", as set out by the DfE's Workload Review Group.

5.0 Workload considerations

This policy has been created using the following:

- *Eliminating Unnecessary Workload Around Marking* (DfE, 2016)
- *Teacher Feedback to Improve Pupil Learning* (EEF)
- DfE Marking Policy Review Group
- Teacher input from staff across Bellingham Partnership of Schools

- Governor input through reviewing the policy

6.0 Feedback strategies used across Bellingham Partnership of Schools

Above all, both verbal and written feedback needs to reflect the principles of effective feedback: meaningful, manageable and motivating.

6.1 Feedback in the Early Years

For children in the Early Years, the vast majority of feedback will be verbal. Smiley faces, stamps or ticks will begin to be introduced for good work or to show where the learning objective has been achieved.

6.2 Wider strategies

Strategy	What this might look like
Live feedback (where the next step is given in the moment)	Whilst pupils are working, the teacher/TA circulates and provides feedback on their work by asking questions, giving hints, or through modelling and scaffolding next steps. Pupils review and correct their work 'in the moment'. Live feedback includes the teacher gathering and responding to feedback from verbal responses, mini whiteboards etc. It may involve individuals, small groups or the whole class and may take the form of further support, challenge or a change of task. Improvements/corrections should be evident in the child's work. Live marking is where marking takes place during the lesson rather than after. It may be undertaken with individuals during class time, or it may take place through modelling to the whole class collectively using methods such as a visualiser, displaying examples of work on the whiteboard. As the teacher and pupil interact during live marking, it is more likely that the pupil is clear about what the feedback means, which may not always be the case in distance marking.
Summary feedback (Mini-plenaries)	Mini-plenaries provide an opportunity to review learning and offer feedback during the lesson or task, rather than at the end where there is no time to edit mistakes and make improvements. For mid-lesson learning stops to be effective, the learning objective and success criteria must be clear and challenging, yet achievable. The teacher will stop pupils periodically and review the success criteria, models or verbalises their thought processes and directs pupils to check their own work. Pupils may review their own work or that of a partner. They may tick where they have met the learning objective or check against a success criteria checklist. They then have the rest of the lesson to make changes or to ensure they have met the learning objective.
Verbal feedback	Verbal feedback is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole class feedback (for example, addressing common misconceptions) or a structured one-to-one discussion (conferencing). It can also be instantaneous and

	spontaneous, eg quick prompts such as “you need to add more detail to that answer”. It can be directed to an individual or a specific group with shared learning needs. It can accompany written feedback or it can stand alone. Verbal feedback is not an easy alternative to some forms of written feedback, careful thought and consideration is still required when delivering it. Teachers should aim to provide feedback which is motivational, yet related directly and specifically to the learning. For example, instead of saying “well done”, we should say “well done, you are beginning to use capital letters correctly”.
Written feedback (Distance feedback)	This takes place away from the point of teaching. It provides teachers with opportunities for assessment of understanding and includes a balance of light touch marking and deeper marking, which provides more detailed feedback. Being mindful of workload, teachers are not expected to mark every single piece of work deeply. Instead, before the subject is returned to, teachers will look through each book to identify common misconceptions and errors in basic skills. They will identify those who didn’t grasp the concept, those who showed good understanding and those who did particularly well. As they look through the books, teachers may tick to acknowledge the work has been seen. When looking through books, teachers reflect on key messages to feed back to pupils at the start of the next lesson (see appendix 1). This avoids the need for teachers to provide extensive written comments. Instead, the feedback is given as whole class feedback at the start of the next lesson. In this way, time that would be spent on marking each piece of work extensively is better used planning the next lesson. The following lesson will begin with the teacher sharing good examples from the lesson the day before, after which the children may then be given time to check their work from the previous session in response to the feedback.
Self and peer assessment	Pupils should be involved in the assessment process. We expect pupils to take ownership of their learning and have opportunities to reflect on their success through peer and self-assessment. • Teachers will share learning objectives with pupils in all lessons. • Teachers will clarify and share success criteria for pupils to self or peer assess against as appropriate (e.g. through modelling, checklists, exemplars etc). Where appropriate, pupils can be involved in co-creating the success criteria. • Teachers should encourage pupils to see themselves as the ‘first markers’, and audience for their learning. Pupils should be encouraged to spot their own mistakes and to check and improve their work individually or with the help of a peer before the work is responded to by a teacher. • Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment

6.3 Marking Guidance for Bellingham Partnership

6.31 All subjects colour guide

School	Teachers will mark in	Pupils will mark in
Bellingham Primary School (Y3 to 4)	Green pen	Purple pen
Bellingham Middle School (Y5 to 8)	Green pen	Purple pen

6.32 Subject marking guide

English

Prior to the teacher marking any written work, it is important that pupils have been given the opportunity to 'find and fix' their own errors (spelling and punctuation) and to edit and re-draft their own work. Of course, the process of proof-reading and editing writing will need to be carefully modelled to students first.

- Pupils should edit their work in pencil, Year 3 to year 8 do this in a purple pen so pupils and teachers can see where they have edited, teachers should mark in green pen.
- Teachers should tick above where pupils have met success criteria in their writing (just a few examples is enough).
- The following codes should be used to feedback on a piece of writing:
 - **SP:** check spelling.
 - In BPS the word is then also given to allow the children to write it three times in purple. These should focus on high frequency words/key topic vocabulary.
 - In BMS Y5, **sp** in the margin and the error is to be underlined to allow error to be easily identified. From Year 6 upwards **sp** in the margin of the line and errors to be identified and corrected independently. Maximum of 4 errors in a piece of work and selected depending on the child.
 - **P:** check punctuation.
 - In BPS, the location of this to be circled in situ.
 - In BMS from year 5 upwards, children should be identifying the location themselves.
 - **G:** in a circle in the margin highlights a grammatical error e.g. tense error or our/are. This is to be underlined to allow ease of identification.
 - **//:** new paragraph needed
 - ***** : identifies a place in the writing which could be improved and a developmental comment is provided.
 - For more extended pieces of writing, the teacher may section off smaller chunks and focus their developmental comments on this section. A highlighter can be used to draw a box around the area of writing or highlight a sentence that the teacher wants the pupil to focus on
 - Pupils should be provided with opportunities to respond to written feedback as soon as

possible.

- ☐ Stickers for recognition of great effort.
 - In BPS these can equate to dojo points;
 - In BMS to indicate a house point - clearly identifiable in books and can be crossed out when put into planners by students.
- ☐ Stickers for recognising effort in handwriting specifically also to be used and worth a dojo/house point. Same stickers across both schools for consistency and to promote pride in presentation of work. Recognition for age appropriate progress e.g. formation of letters or evidence of joins progressing to full cursive

Maths

- ✓ - indicates correct answer
- • - indicates an error and that pupil needs to go back and check
- Where misconceptions are evident, teachers may need to provide comments which provide a model or scaffold to support the child to arrive at the correct answer.
- Pupils should be provided with opportunities to respond to written feedback as soon as possible.
- Short verbal or written feedback comments could be provided to extend children further- for example:
 - ☐ '#Prove it',
 - ☐ '#Explain how you know',
 - ☐ '#Draw it',
 - ☐ '#Show it in another way'.
- These short extension comments could be provided during live feedback or as part of distance marking.

Science, Humanities and Foundation Subjects

Feedback will be dependent on the age range and outcome of work. In science, the appropriate coding from either English or maths will be used for appropriate tasks.

- **BPS EYFS:** the vast majority of feedback will be verbal.
- **BPS KS1:** verbal feedback and live marking will be used for most lessons. For more extended pieces of writing within these subjects, key topic spellings or spellings that teachers know the children should be spelling correctly picked up on.
- **BPS LKS2:** live marking, verbal feedback and self marking should be used for labelling, closed question work and more practical sessions. For extended pieces of writing, key topic spellings or spellings that teachers know the children are capable of spelling are written in the margins for children to copy correctly. For some lessons/ groups, a 'greater depth' question is asked to test for deeper understanding. This is usually answered by the children near the end of the lesson, or at the beginning of the next lesson. Pupil's edits/ answers to feedback are currently in purple pen to show where they have gone back to improve.
- **BMS:** Opportunities should be taken every lesson for live feedback, retrieval practice and verbal correction. For subjects delivered more than once per week, there should be weekly whole-class feedback, self/peer review and time to respond. For subjects taught less frequently, there will be a half-termly summative assessed piece, targeted teacher comments and an improvement task.

Coding system

- **SP:** spelling (For non- negotiable tier 3 vocabulary)
- **EXP:** explain further
- **EVI:** evidence needed

SEND

Marking and feedback for pupils with SEND is designed to remove barriers to learning, secure ambitious outcomes, and ensure pupils know more and can do more over time. Feedback supports pupils to access the same broad and balanced curriculum as their peers, with reasonable adjustments where necessary.

Approaches to marking for pupils with SEND

Teachers may adapt marking for pupils with SEND, in line with individual needs, EHCP outcomes, or SEN Support Plans: by using the following strategies where appropriate:

- Selective marking focusing on one key learning objective to avoid overload.
- Providing success-focused feedback to reinforce strengths
- Allowing alternative ways to show understanding (e.g. oral responses, diagrams, practical tasks)
- Acknowledgement of adult support.

6.33 Structuring lessons to maximise the effectiveness of feedback

Teachers should be resourceful and flexible with the structure of lessons to create opportunities for feedback to take place and be responded to. Examples of how feedback can be built into the day include:

- Time planned into the start of a lesson for feedback to be given or responded to, eg misconceptions from the previous lesson are addressed or examples of good work from the previous lesson are shared.
- Lesson begins with the whole class giving feedback on a model piece of writing displayed on the whiteboard.
- Use of whiteboards throughout the lesson so children can share answers and teachers can give immediate feedback.
- Mid-lesson plenaries.
- Time built into lessons for self-assessment, for example, self-marking in maths, checking writing against success criteria checklists.
- Lessons designated for proof-reading and editing writing on a regular basis.

Appendix 1: Example of Whole Class Marking Sheet

Work to Praise and Share	Need Further Support
Saba – excellent vocabulary choices Anees – description in opening (show under visualiser) Sophie – great dialogue (show under visualiser)	Hayden, Tanima, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson. Selena, Tom - Not finished. Josie – Absent
Presentation	Basic Skills Errors
Great Show Sophie's book – good e.g. of setting out speech and correct punctuation placement Reagan, Lena – errors not corrected with a single ruler line	Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie's book Spellings – • <i>extraordinary</i> • <i>unconscious</i> • <i>symbol</i> Teach and check with mini-whiteboards
Misconceptions and Next Lesson Notes	
Problems with tense - Swapping from past at start to present later on. E.g. Jack's work. Need to reteach key points from previous lesson. Next lesson - show these sentences and identify the error. 'The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.' Rewrite on whiteboards then check own work for errors with tense. Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.	