

# Balcombe C E (C) School

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## Feedback and Marking Policy

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Adopted by Governors: Feb 2010

Reviewed: Feb 2013, Feb 2015,  
May 2017, May 2019,  
Nov 2022, May 2025

Next Review: May 2027

## Introduction

At Balcombe C of E Primary, it is important to provide effective, personalised and timely feedback to students, focusing on success and improvement needs against learning objectives and success criteria. This enables pupils to make decisions about their own achievements and become reflective learners, helping them to close the gap between what they can currently do and what they/we would like them to be able to do.

We offer feedback to:

- check and assess pupils' responses to learning tasks
- inform future planning and learning to make decisions about what we/they need to do next
- motivate and provide children with their next steps of learning
- scaffold children's learning to help them meet objectives/task.
- acknowledge and value children's efforts

Our policy and practice ensures that feedback is an integral part of the learning process and celebrates the achievements and efforts of our children. This enables students to take ownership of their achievements and become reflective learners. Our overall aim is for children to be informed about their learning in the moment and able to reflect on personalised learning experiences with confidence and high self-esteem.

For this to happen, we establish two key conditions in our classrooms:

- **Timely feedback** - teachers must decide whether the feedback needs to be immediate or delayed. There is a focus on verbal feedback within the lesson.
- **A receptive culture** - making mistakes is part of the learning process and children need to be aware of this

Research by the Education Endowment Foundation (2018) shows that teachers giving high-quality, in-the-moment feedback on learning to enable learners to improve was found to help children make up to eight months' additional progress.

## Types of feedback

Immediate Feedback (our preferred option as capacity allows and which usually has the most positive impact)

- includes teacher gathering information from teaching within the course of the lesson
- takes place in lessons with individuals or small groups
- usually given verbally to pupils for immediate action
- may re-direct the focus of teaching or the task

## Summary Feedback

- may take place during the lesson or at the beginning of the following lesson
- often involves groups or the whole class
- evaluates learning in the lesson, identifying strengths or areas for development
- may take the form of self or peer assessment against a given set of criteria
- often involves the whole class
- is informed by teacher review of children's work from the previous lesson
- identifies strengths and areas for development
- for writing in particular, feedback will focus on areas of development to be worked on. In KS2 this is through proof reading and editing their work (in green pen).

## Prompts

Whether verbal or written, there are four main prompts that help learners to progress. These can be categorised as:

Celebration - highlight good examples as models to be emulated

Reminders - feedback tells the children what they forgot, so reminders might be necessary to produce work of high quality.

Explanations and models - explanations and models are particularly useful where there are misconceptions, as they can lead to better understanding and accuracy.

Challenges - these prompts make work harder or take the child deeper into their learning.



## Marking Children's Work







Teachers carefully evaluate children's responses within their books. However detailed written comments on individual pieces of work outlining strengths and points of development are rarely needed.

Teachers tick each piece of work to show it has been seen. To support pupils with identifying areas of strength and development teachers use the following agreed symbols appropriate to the age of the child:

## Marking of written work

### EYFS and KS1

		well done, good effort ( Lake and Coombe) Spellings may also be corrected.
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	incorrect spelling
	missing punctuation/ grammatical error
	new paragraph
	missing word
	use a better word
	look again

KS2

Pupils should be introduced to and familiar with the marking codes. When appropriate they should be encouraged to use them for peer marking and self-correcting their work.

Pink highlighter pen (tickled pink) will be used to highlight successful aspects of writing either words/phrases/sentences within the text, or as an indication that the pupil has demonstrated understanding or acquisition of a new skill.

Teachers will not routinely write long responses to each piece of work, but rather highlight key achievements through tickled pink and assessment grids or flag areas for improvement. The majority of feedback in most lessons will be verbal on an individual, group or class basis.

### Marking of Maths

Pupil self-marking is often used so that children have instant feedback during the lesson.

Ideally, pupil's work should be checked by the teacher daily to ensure both the pupil and teacher have a clear idea of the progress being made. Pupils' work will be marked using the following symbols.

✓ to indicate correct (this could be done either by teacher or pupil)

- check again

? marker doesn't understand

### **Children's response to feedback and marking**

Children in KS2 use a green pen to respond to feedback. This may take the form of correcting calculations or spellings as well as when proof reading and editing writing.