

# **Billingborough Primary**

## **School**

## **Marking and Feedback Policy**

Date policy last reviewed: November 2025

Signed by:

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Headteacher

November 2025

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Date:

November 2025

Date:

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## **Statement of intent**

**Billingborough Primary School** understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

## **1. Legal framework**

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

The policy is implemented in conjunction with the following school policies:

- Remote Education Policy
- Primary Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy

## **2. Roles and responsibilities**

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Every SLT are responsible for:

- Ensuring all members of staff within their departments are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their departments and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

## **3. Expectations**

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.

- Judge whether written or verbal feedback should be given and instruct pupils to act upon the feedback that they are given.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

## 4. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, SLT will be available to offer guidance and support regarding the school's procedures.

If a teacher is unsure about the effectiveness of their own practices, SLT will help with developing an approach to marking and feedback that is more suited to the teacher.

## 5. Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding
- Avoiding giving grades for every piece of work

Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

When distance marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways:

- Stickers placed on work
- Praise in front of whole class
- Displaying excellent work around the classroom
- Verbal praise in a one-to-one setting
- Dojo points
- Certificates in assemblies

Teachers will encourage pupils to mark each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.

Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

### **Marking in maths**

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

Teachers will use the following techniques when marking in maths:

- Ticking correct answers and leaving a dot on incorrect answers
- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again
- If a pupil is requiring additional teaching through intervention, the relevant part of the child's work will be highlighted so that any adult providing the intervention knows what to prioritise and focus on. Intervention work should be completed in the child's book to demonstrate the impact that the feedback has had on their learning progress
- If a child needs to practise their number formation, this will be marked in yellow for the child to trace over the top before

### **Marking in literacy**

Marking in literacy can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in literacy, teachers will use the following techniques:

- Give feedback on whether the learning objective has been achieved and the success criteria followed
- Identify the next steps in the learning process
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group

- Correct spellings, particularly those appropriate for the year group or the stage that the child is working at, and an appropriate number of corrections for the child to manage
- Correct punctuation and grammatical errors appropriate to the objectives for the year group
- Allow specific time for pupils to read, reflect, and respond to marking
- If a pupil is requiring additional teaching through intervention, the relevant part of the child's work will be highlighted so that any adult providing the intervention knows what to prioritise and focus on. Intervention work should be completed in the child's book to demonstrate the impact that the feedback has had on their learning progress
- Sentence stacking lessons will be marked to identify areas of success and areas to develop that can be acted upon at the beginning of the next lesson (e.g. missing capital letters to correct)
- Independent writing will be marked in a manner that is appropriate to the child. Any work that is heavily marked or scaffolded for how to improve will no longer be independent and cannot be used as evidence towards assessments.
- If a child needs to practise their letter formation, this will be marked in yellow for the child to trace over the top before
- See appendix 1 for agreed marking symbols

### **Marking in the foundation subjects and Science**

Marking in the foundation subjects and Science can differ from Maths and English because these subjects are often taught once a week so feedback is more spaced apart. When marking in these subjects, teachers will use the following techniques:

- Correct work will be ticked
- Incorrect work or common misconceptions will be marked with a dot
- Common misconceptions will be addressed through whole class feedback for all children to benefit from. This will often require the content to be taught again. This should be referenced in the children's books (possibly through an additional task) to demonstrate how the errors and misconceptions have been addressed)

## **6. Feedback**

Feedback should be given to:

- Motivate pupils.
- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
  - Rectifying a misunderstanding.
  - Reinforcing a skill or piece of information.

- Improving on a pupil's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

The school utilises a Feedback Form, where appropriate, which teachers complete, detailing the type of work that was undertaken and the areas for improvement. This document is used to communicate between teachers and support staff, as well as informing next steps for future lessons and interventions.

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered in each class.
- Explaining the areas pupils will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the month/term/year.
- Having a number of progression plans that account for all abilities in the class.
- Making it clear what the objectives are from week to week, as well as final expectations.

The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "Are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers/support staff will mark on pupils' work when support was given in a lesson by writing their initials and up to 3 dots to signify how much support was given (1 dot = a small amount of support, up to 3 dots = heavily supported).

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.

- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

When giving feedback, teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

## 7. Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Remote Education Policy.

Work completed at home will be submitted via [email](#) or through the school's [Class Dojo](#).

Where pupils are working remotely, classroom teachers will consider setting online [quizzes](#) to help pupils gain feedback on their work.

Teachers will offer feedback on a sample of the work completed by pupils online, and will not rely solely on online quizzes and educational games for pupils to understand how well they are learning.

Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils and ensure they can keep to it.

Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood.

The SENCO will contact parents of pupils with SEND to ensure they are completing their work and have adequate support to do so, in line with the SEND Policy.

Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performance.

Pupils who are in school will receive feedback in line with the [Feedback](#) section of this policy.

Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.

To minimise the impact on their workload, teachers will conduct group feedback sessions – these sessions will include discussions around how pupils came to their answers/conclusions.

## 8. Improvement plans

The headteacher will conduct reviews of marking and feedback by distributing surveys to teachers, asking:

- How they feel the practices benefit pupils.
- How practices can be improved.

- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.

The headteacher will conduct reviews of marking and feedback by distributing surveys to pupils, asking:

- Whether they read their feedback.
- If they find the feedback useful.
- If they receive too much or too little feedback.
- Whether they understand the comments when teachers mark their work.

Following these surveys, the headteacher will create a marking and feedback improvement plan.

The headteacher will circulate any plans to improve practice to SLT, who in turn will distribute these plans to members of staff.

The headteacher and SLT will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.

Teachers will pass any concerns regarding the school's marking and feedback practices to SLT.

Teachers' marking and feedback will be reviewed by the SLT on a termly basis to ensure that practices are consistent and effective.

## **10. Monitoring and review**

This policy is reviewed annually by the headteacher.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

The scheduled review date for this policy is November 2026

## Appendix A: Agreed Marking Symbols

	Tick. This learning is correct. I like this aspect of your work.
	Now try / Could you / Next step To be used on extended pieces of writing only
<b>Highlighted</b>	This learning needs to be retaught or addressed through an intervention.
	This learning is not correct.
Splleing	Spelling mistake to be corrected.
.....	
??	Check this makes sense / edit this part
//	New paragraph needed
^	A word is missing
(R)	A circled letter or number Writing – missing capital letter Maths – incorrect number within a calculation
P	Missing punctuation
G	Grammatical error
Initials with up to 3 dots e.g. TT...	This learning was completed with support or in a guided group – next to where the support took place. 1 dot = little support 2 dots = some support 3 dots = a lot of support
Any colour but blue or black	Teacher/support staff marking
Blue	Children's editing, intervention work
Yellow pen	Letter and number formation for children to practise

## Appendix B: Whole Class Feedback Record

Whole class feedback to be used to record common errors and to communicate between teachers and support staff who needs additional support.

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	