



The Barford and Bawburgh Federation

Feedback and Marking Policy

Formally adopted by the Governing Board	
On:-	6/6/24
Chair of Governors/Trustees:-	Chris Scott
Last updated:-	May 2024

At the Barford and Bawburgh Federation we believe that all forms of marking and feedback are crucial to the success of children. It is to close the gap between what a child knows and what they do not know or to establish the next steps in their learning. We believe that the most effective form of marking and feedback happens in the moment, where the child is present. For this reason, most of the marking will happen in lessons with the children. Some feedback will take place as part of fluid intervention. At The Barford and Bawburgh Federation, we believe in a strong work-life balance and, as such, this policy should empower teachers to never have to mark at length at the end of the day or take books home with them.

This policy has been written using guidance from The Education Endowment Federation's research. This recognises that "different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload." (EEF, 2021)

Given the higher impact of verbal feedback, our policy is to mark and provide feedback within the lesson as much as possible. This has the benefit of the children receiving immediate feedback on their learning, as well as reducing the need for lengthy marking for the teachers.

We recognise that different subjects may require different types of marking and feedback and, as such, do not insist that feedback on every piece of work is provided in the same way. We promote a professional approach to feedback - teachers should select the most effective feedback method available to impact positively on pupil progress and future performance.

Expectations

Effective feedback should:

- Be meaningful, manageable and motivating for students and staff.
- Enable teachers to gain a better understanding of students' strengths and weaknesses which will inform lesson planning.
- Teach students how to reflect and improve on their learning.
- Be assessed against the LO/SC of the lesson.
- Encourage a 'growth mindset', where mistakes are valued as opportunities to learn and powerful words like 'not yet' will motivate pupils to improve
- Be built into a sequence of lessons, where children have time to respond to feedback.
- Use the Federation marking codes to ensure consistency.
- Learning objectives will be highlighted in green if they have been met and in yellow if they have been met with support. They will be left blank if unmet.

Adults will use **green** pens for marking and feedback.

Students should engage with marking through:

- Use of **purple** pen to respond and/or reflect
- Redrafting their work
- Peer and self-assessment

Effective feedback strategies that we deploy:

- Feedback - How am I doing?
- Feed Up - Where am I going?
- Feed Forward - Where to next?
- Highlight LO/SC to identify if the learning has been achieved.
- Peer and self assessment
- Live marking
- Verbal feedback
- Find and fix
- English marking code
- Whole class feedback

There are times when work should be marked and/or future planning is informed.

- **Mistakes** - something pupils can usually do correctly but on this occasion have not done so. Students should be given an opportunity to self-correct.
- **Misconceptions** - Something a pupil has not mastered or understood. When misconceptions are repeated by several pupils, future planning is required to specifically re-teach this aspect.

Marking Code in the margin (with a tick for positive)

SP – spelling (word can be highlighted for younger children)

V – vocabulary

G – grammar

P – punctuation

// - new paragraph

^ - missing word

? – this does not make sense, or the sentence needs to be clear

– incorrect answer is marked by a dot only

✓ - correct answer

✓✓ - excellent point

T – teacher support

TA – TA support

I – independent work (after T or TA)

Whole class feedback

Whole class feedback is when a teacher delivers comments about performance to the class, rather than individually. This enables teachers to identify common errors in work, which can then be used to inform future planning, and highlight successes. Comments made by the teacher can be more specific and related to the success criteria/toolkit, and how to improve work can be modelled more explicitly to the class. It is also an opportunity for children to reflect individually on their work and identify how they need to improve based on the comments given by the teacher in the whole class feedback.

Whole Class Feedback

Successes: What went well?	Even Better If:	
SPaG errors:	Missing/Incomplete work:	Focus Groups: Teacher:
	Presentation:	TA:
Polaroid moment:		

Presentation

- High levels of presentation should be expected at all times.
- Work on all pages in the book.
- Write and underline the date and title.
- Use a black/blue pen or a pencil to write.
- A ruler should be used to underline titles and subheadings.
- In maths books, a ruler should be used to draw shapes, graphs and labelled diagrams.
- In maths books, when writing numbers, one digit should be written in its own square
- Pictures and diagrams should be drawn in pencil

- If work needs to be stuck into a book, edges should be trimmed and work should be stuck in neatly and straight
- Success criteria/toolkits where appropriate
- In foundation subjects, there should be a clear indication when a new unit of work commences
- Mistakes/corrections to be crossed out with a single line.

This policy will be reviewed every 2 years, with the next review due in June 2026.