

Feedback and Marking Policy



- Effective: 1st September 2025
 - Review: 1st September 2027
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Our Vision in Action

At Bosley St Mary's, we believe every child can achieve their God-given potential "through Him". Our feedback and marking practices are rooted in our Christian vision and lived through our BEARS values: Believe, Encourage, Achieve, Relate, Serve. Through high-quality, responsive feedback, we believe children can be empowered to improve, develop independence, and take ownership of their learning.

Purpose

Our approach to feedback and marking is underpinned by the belief that assessment is for learning and is essential in helping every child to succeed. As stated in the CDAT Assessment Guide, the purpose of assessment is to improve learning and raise standards – not just to measure them.

We are guided by the EEF's recommendations, which state that effective feedback should:

- Focus on moving learning forward
- Be specific, accurate and clear
- Encourage and support further effort
- Be appropriately timed (immediate or post-lesson)
- Be manageable for teachers

Principles

Feedback and marking at Bosley St Mary's must:

- Be efficient, purposeful and have visible impact
- Prioritise verbal, in-the-moment feedback
- Be responsive to pupil need, reducing unnecessary workload
- Promote pupil reflection, resilience and ownership

- Be inclusive, supporting all learners, particularly those with additional needs.

Definitions

Assessment is the process of finding out what pupils know, understand, and can do – so we can help them learn more. It includes everything from day-to-day checks in lessons (formative) to end-of-unit or statutory tests (summative).

Purpose:

- To support learning
- To inform teaching
- To identify next steps
- To raise outcomes

Feedback is information given to pupils about their learning, helping them understand what they've done well, what they need to improve, and how to get there.

Good feedback is:

- Timely (often during the lesson)
- Specific and clear
- Focused on improvement
- Mostly verbal or in the moment
- Linked to success criteria or learning goals

Marking is the process of reviewing and acknowledging pupils' written work to identify strengths, address misconceptions, and provide guidance that supports improvement. At Bosley St Mary's, marking is used selectively and purposefully – always with the intention of **informing teaching** and **helping children move their learning forward**, not simply for recording or accountability. It is most effective when paired with immediate feedback and opportunities for pupils to respond.

Feedback

In-the-moment, verbal feedback is prioritised because it has the greatest impact on pupil progress. Research from the Education Endowment Foundation (EEF) shows that feedback is most effective when it is timely, specific and actionable –

which is why our approach centres on giving feedback during the learning process, not after it. When misconceptions or errors are addressed immediately, pupils can make corrections and improvements there and then, preventing mistakes from becoming embedded. This approach also allows teachers to adjust instruction dynamically and support all children to meet the intended learning goals within the lesson.

Feedback is tailored according to the child's current level of understanding. We use the Feed Up - Feedback - Feed Forward model:

- Feed Up: Clarify the goal (What are we learning?)
- Feedback: Clarify current understanding (How am I doing?)
- Feed Forward: Clarify the next step (What next?)

In order to target feedback effectively, teachers employ a range of strategies for assessment within lessons, including:

- Use of mini-whiteboards
- Live marking (under the visualiser)
- Targeted questioning
- Learning objectives, success criteria
- Self and peer assessment
- Quick quizzes
- Exit tickets
- Think-pair-share
- Class discussions

Teachers are not expected to use any one strategy or approach, rather they are encouraged to use their professional judgement to select the best method of assessment for any given moment in the learning process.

Avoiding Hands-Up Questioning

In order to gather meaningful assessment information from all pupils and ensure equity in participation, we adopt a 'no hands-up' approach to questioning (except when children want to ask a question themselves). This ensures that all children remain engaged, and that teachers are able to check understanding across the class, not just from the most confident or vocal pupils. Use of mini-whiteboards and targeted questioning help teachers to spot who is secure, who needs further support, and where to intervene.

Marking

Post-Lesson Marking

Post-lesson marking at Bosley St Mary's is deliberately **light-touch, efficient and purposeful**. Teachers mark against the learning intention using a green pen and indicate this with a simple tick. This is the **only mandatory marking** required in children's books. Where appropriate, teachers may utilise the marking code prompting pupils to review and edit their work using a purple pen. Occasional written comments or next steps may be used if they are likely to move learning forward – but the focus remains on **quality, not quantity**, ensuring that marking is **sustainable and impactful**.

Use of Marking Codes

At Bosley St Mary's, marking codes are used consistently across the school to provide clear, efficient guidance to pupils. In English and Maths, we use specific subject-based codes that have been explicitly taught and are regularly revisited with pupils so they know how to respond and improve their work. These codes help pupils focus on the learning intention, correct errors, and understand next steps – while also reducing marking workload for teachers. In Science, RE, and foundation subjects, a simplified version of the marking code is used to acknowledge learning and highlight key misconceptions or improvements, in line with the subject focus and expectations.

Spelling Expectations

Spelling is marked in line with age-related expectations and phonics knowledge. Errors are identified using a green dot, and pupils rewrite the correct spelling using a purple pen. From Year 3 onwards, pupils also record new or corrected words in their personal spelling dictionary to support long-term retention.

- Year 1: One spelling correction, consistent with phonics and common exception words
- Year 2: Up to two spelling corrections, consistent with phonics and the statutory spelling list
- Year 3 and above: Up to three spelling corrections, drawn from the statutory spelling lists or topic vocabulary

Presentation Standards

Maintaining high standards of presentation is important for developing pride in learning, improving legibility, and supporting clarity of thought. Teachers and TAs are expected to highlight issues with presentation using the marking code (P) and to follow up with a short conversation to explain expectations. Consistent feedback on presentation helps children build positive habits and take responsibility for the quality of their work. Neat, well-structured work also supports cognitive organisation and reduces barriers to understanding for both the child and others reviewing their work.

Pens and Pupil Response

All teachers and teaching assistants mark in green pen. Pupils complete any in-lesson corrections or improvements using their usual pencil or pen as appropriate. Any post-lesson responses to marking or feedback must be completed in purple pen, making it easy to identify where pupils have reflected or acted on feedback.

Whole Class Feedback Sheets

Whole class assessment sheets are completed after every RE, science or foundation subject lesson to provide a quick overview of pupil understanding. Teachers record key outcomes, common misconceptions, and identified next steps for future teaching. Pupils are noted by initials according to attainment within the lesson. These sheets are stored in class folders and used to inform planning, guide intervention, and support professional dialogue during reviews and moderation. This system reduces the need for lengthy individual marking, while still ensuring that all learners' needs are recognised and addressed.

For whole class feedback, we have adapted the 4-point scale from the CDAT Assessment Handbook to make it lesson-specific, allowing teachers to more accurately reflect pupil understanding in the context of that particular lesson. The scale is used to identify where pupils are in relation to the learning objective and to inform immediate next steps.

1. Not successfully learning and remembering the intended learning, with important gaps in skills and knowledge taught. Additional support is required to access the learning.

2. Successfully learning and remembering some of the intended learning, demonstrating a satisfactory understanding and application of the knowledge of skills taught, although there may be a number of gaps.
3. Successfully learning and remembering most of the intended learning, demonstrating a good understanding and application of the knowledge of skills taught, although there may be some gaps.
4. Successfully learning and remembering all or nearly all of the intended learning, demonstrating a strong understanding and application of the knowledge of skills taught

While whole class feedback sheets are designed to be completed after the lesson, teachers may choose to complete them during the lesson if this is more practical – particularly in subjects that are more practical in nature (e.g. music, art, science investigations), where rich dialogue and verbal feedback may take precedence over written outcomes. In such cases, capturing observations and commentary in real time can provide a more accurate reflection of pupil understanding. Teachers are also encouraged to note specific success stories, such as children who may face barriers to recording in books but demonstrate secure understanding through discussion, practical work, or their ability to clearly articulate their learning. These notes support a holistic view of progress and ensure strengths are recognised alongside next steps.

Inclusion

At Bosley St Mary's, our marking and feedback approach is designed to be inclusive and supportive of all learners. Teachers are expected to use their knowledge of the child and professional judgement to adapt the marking policy where appropriate – for example, reducing the number of spelling corrections for a child with specific needs (e.g. 1 spelling instead of 3).

For some pupils, especially those with cognitive or processing needs, it may be appropriate to record these adaptations on their 'Where the Heart Is' SEN documentation to ensure consistency and shared understanding. Staff are encouraged to consult the SENDCO for further advice, support, or to discuss appropriate adaptations that ensure feedback remains meaningful, manageable, and supportive of each child's progress.

Teachers are also encouraged to recognise and record individual success stories, particularly for pupils who face barriers to writing or recording their learning in books. Some children may be able to clearly articulate their understanding

verbally or demonstrate progress through practical application rather than written outcomes. These observations should be noted on whole class feedback sheets or within planning, ensuring that all forms of achievement are acknowledged and celebrated. This inclusive approach supports a more accurate and holistic view of pupil progress and ensures that every child is valued and supported to achieve their full potential.

Further Guidance

More detailed expectations and practical strategies for feedback and marking as well as the current marking codes are set out in the **Feedback and Assessment Quick Guide**. Staff should use the guide to ensure school consistency and support effective, evidence-informed practice.