

BRAMCOTE C OF E PRIMARY SCHOOL



MARKING AND FEEDBACK POLICY

February 2026

Approved by Governors:	March 2026
Date of implementation:	February 2026
Review date:	March 2027

RATIONALE

At Bramcote C of E Primary School, effective marking and feedback are central to high-quality teaching and learning. Feedback is used to support pupils to understand what they have learned, identify next steps and make progress over time. It is responsive to pupils' needs, proportionate and manageable, and supports staff wellbeing.

This policy reflects the **Ofsted Education Inspection Framework 2025**, which does not require specific types or quantities of marking but evaluates how feedback supports learning, inclusion and progress.

AIMS

Through this policy we aim to: - assess pupils' learning and progress accurately - move learning forward through timely and effective feedback - ensure consistency and clarity across the school - support inclusion and respond to individual needs, including SEND - improve outcomes through high-quality teaching, not excessive marking - develop pupils' confidence, independence and resilience - ensure feedback informs future teaching and planning

PRINCIPLES OF EFFECTIVE FEEDBACK

Good marking and feedback: - is **responsive**, timely and focused on priority learning - may be verbal, written, modelled or practical - is accessible and understood by pupils - focuses on impact, not volume - supports progress over time - values effort and achievement - protects staff workload - reflects professional judgement

Evidence of effective feedback may be seen through lesson adaptation, pupil discussion, progress over time and assessment outcomes.

TYPES OF MARKING AND FEEDBACK

1. Teachers' Well-Considered Intervention (Verbal Feedback)

This is the **most common and effective form of feedback**. It includes live feedback during lessons, questioning, modelling and immediate correction. Verbal feedback may be recorded as **VF** where appropriate.

2. Light Marking

Light marking acknowledges learning, effort and completion. This may include: - highlighting learning objectives - brief symbols or ticks - identifying success or focus areas

Light marking is used across the curriculum and does not require written comments.

3. Developmental Marking

Developmental marking is **used selectively** where it will have the greatest impact. It provides clear, focused feedback that pupils can act upon and respond to.

Pupils respond using a **purple pen of progress**. Time is allocated for this within lessons.

4. Self and Peer Assessment

Self and peer assessment supports pupils to reflect on learning and success criteria. It is modelled by teachers and introduced from **Year 2**, with clear ground rules for constructive feedback.

MARKING AND FEEDBACK OF FOUNDATIONAL SKILLS

Foundational skills are essential to success across the curriculum. Feedback in these areas prioritises **fluency, accuracy and confidence**.

Phonics and Early Reading (Reception & KS1)

- Feedback is primarily **verbal, immediate and live**
- Sounds, blending and decoding are corrected in the moment
- Misconceptions are addressed through modelling and repetition
- Written marking is **not routinely expected**

Evidence of effective feedback is seen through pupils' increasing accuracy and fluency.

Maths Fluency – Reception & Key Stage 1

Feedback focuses on: - number recognition and representation - counting, subitising and number bonds - early calculation strategies

Feedback may include verbal guidance, modelling, guided practice and light marking where appropriate. Priority is given to secure understanding.

Maths Fluency – Key Stage 2

Feedback supports: - automatic recall of number facts - efficient calculation - flexible mental strategies

Teachers focus feedback on **key errors that limit progress**, rather than correcting every mistake, and provide opportunities for practice and consolidation.

SPELLING

A maximum of **three incorrectly spelt words** may be identified. Pupils correct and practise these using their purple pen. Spelling feedback is proportionate and focused on improvement over time.

FOUNDATION STAGE (RECEPTION)

In Reception, feedback is primarily verbal and observational. Evidence of feedback and progress is captured through learning interactions and recorded appropriately (e.g. Tapestry). Written marking is not expected.

FREQUENCY OF MARKING

All work is acknowledged through light marking or verbal feedback. Developmental marking is used selectively in English and Mathematics where appropriate.

There is **no expectation to provide written feedback for every piece of work**.

MARKING CONVENTIONS

- Written feedback is in **green pen**
- Pupil responses are in **purple pen**
- Marking by support staff is initialled
- Symbols are displayed consistently across the school

- Black pen is used to transcribe indecipherable words only. (This should not be the whole manuscript)

Pupils with SEND

Teachers should use coding to indicate whether the work has been completed with support or independently. This enables the teacher to make judgements on how on track with targets they are.

S – indicates supported

I – indicates independently

MONITORING AND EVALUATION

The policy is monitored through work scrutiny, lesson visits and pupil discussion, focusing on impact rather than compliance. Governors receive assurance through monitoring reports.

POLICY REVIEW

This policy will be reviewed annually.