

Braishfield Primary School Marking and Feedback Policy



We inspire a love of learning, nurture kindness and courage, help every child be ready to learn and to be their best every day.

Our School Vision

We want every child to:

- **Love learning** – inspiring curiosity, creativity, and a lifelong passion for discovery.
- **Belong and feel safe** – fostering a warm, welcoming community where everyone is valued and able to be themselves.
- **Be brave and ready for the future** – developing the courage, focus, and transferable skills to thrive in an ever-changing world.

1 Introduction

At Braishfield Primary School, we will take a professional approach to the tasks of marking learning and giving feedback on it. There will be consistency in the marking symbols used, with the age of the children being taken into account. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers (to include all Learning Support Assistants) will mark learning and give feedback daily as an essential part of the assessment process.

2 Aims and objectives

We mark children's learning and offer feedback in order to:

- show that we value the children's efforts, and encourage them to value the process too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement;
- offer the children clear, specific information on the extent to which they have met (i) the learning objective, and/or individual targets set for them and (ii) how they can improve their learning (next steps);
- promote self-assessment, whereby the children recognise their successes and areas for development and are encouraged to accept guidance from others as well as share their understanding;
- promote peer assessment, whereby the children recognise the successes and next steps of their peers;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis for summative assessment;
- provide on-going formative assessment to enable teaching to be adapted where appropriate (to support or challenge) and to inform future lesson-planning.

3 Principles of Marking and Feedback

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of learning values demonstrated by the child.
- Marking and feedback is the written and verbal dialogue that takes place between teacher and pupil and is based on trusting relationships where children feel safe to take learning risks and make mistakes.
- Marking should always relate to the learning objective and the child's own personal learning targets. It should support or challenge and always be impactful for the child's learning, identifying key priorities for improvement as well as identifying where the learning objective has/has not been met.
- The child must be able to read, understand and respond to the comments made, **and be given time to do so**. Teachers will have high expectations of the quality of response from the child and will model expectations as appropriate. Where the child is not able to read and respond in the expected way, other arrangements for communication must be made.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes the teacher clearly sharing the learning objective and the success criteria in each lesson, **using "Can I....? questions"**.
- Whenever possible, marking and feedback should be 'live' in the lesson, for maximum effect. In any event, marking will always be carried out promptly, and will normally be completed before the next lesson in that subject.

4 Implementing the Marking Policy

- All marking will be done in red. Children will use purple ink to edit and improve their own work. Other symbols may be used once their meaning has been explained to the children (see mark symbol sheet attached)
- The school has high expectations for presentation and handwriting. Teachers will encourage children to take pride in their work and their books, modelling expectations.
- Teachers will note errors and misconceptions and use them to inform future planning.
- Comments will be linked to the learning and personalised for each child. They may vary across year groups and key stages.
- Consistency in marking across the curriculum will take account of handwriting and presentation including letter formation, spelling and punctuation, appropriate to their age.
- Comments will usually focus on only one or two key areas for improvement at any one time.
- The extent of the teacher's response to a piece of work will be determined by the teacher's professional judgement. Consideration will be given to each particular child, what their next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from taking learning risks for fear of getting things wrong.
- In order to encourage a positive response, comments must always be constructive with feedback on how to improve where appropriate.

- Teachers may choose to establish direct links between verbal or written praise and the school values.
- When appropriate, children may mark their own or another child's work (self or peer assessment), but children need to be trained in how to do this effectively so as to have a positive impact on learning and progress. Teachers will always review self or peer marking.
- Children should be encouraged to assess their work ahead of final marking, using the success criteria for the lesson and the learning objective. Adequate time will be planned in for this. Sometimes they will be encouraged to add a written self-reflection on their learning in purple.





5 Monitoring and Review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice.

Signed: Natalie Alldred, Headteacher

Date: January 2026

Marking Symbols

<u>Code</u>	<u>Purpose</u>	<u>KS1</u>	<u>KS2</u>
Sp	Spelling mistake	✓	✓
CL	Capital letter needed	✓	✓
//	New paragraph		✓
?	Unclear meaning		✓
	Choose an alternative word	Y2 start	✓
^	Something is missing		✓
	Finger spaces needed	✓	✓
✓	Correct point/ comment on strength	✓	✓
•	Incorrect point	✓	✓
→	Improvement task/next steps	Y2 start	✓
I	Independent learning	✓	✓
S	Supported learning	✓	✓
VF	Verbal Feedback	✓	✓
	Teacher marking/feedback	✓	✓
	Child Editing	✓	✓