

Brooklands Primary School

Marking and Feedback Policy



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The purpose of feedback: To help pupils reflect upon and improve their performance. To help teachers understand how pupils have done in a lesson or task, in order to inform what or how they teach next. To resolve misconceptions and move learning forward.

Feedback and marking should always be purposeful and should not be onerous.

At Brooklands, feedback is judged by its impact on pupils' learning, not by the amount of written marking in books. Ofsted does not expect to see a particular frequency, type or volume of marking and feedback. Inspectors do not use work scrutiny to evaluate teachers' marking and do not expect written records of verbal feedback.

Teachers should only ever record what is useful for the pupil or for themselves – marking should not be seen as a 'job on the list' but an important part of the learning process. Pupils should always, where at all possible, be part of this process to ensure that they understand the feedback that is given and how to act on it.

Parents may not see long written comments in books. This does not mean work has not been checked or feedback has not been given. Much of the most effective feedback happens during the lesson, through questioning, modelling, discussion, live feedback, pupil self-correction and whole-class feedback. Teachers use pupils' work to decide what needs to be retaught, practised or extended next.

The Brooklands approach:

As part of ongoing planning, teachers will identify what they want pupils to know and be able to do as a result of any teaching or activity. Every lesson will contain a brief opportunity for an assessment of this, either through a simple practical task (e.g. can you count these beanbags in twos?), through questioning (e.g. how do you know that it is ai not ay?) or through a short task (e.g. a reasoning problem or some questions for pupils to complete to demonstrate their understanding).

Assessment is embedded throughout the learning process – enhanced by our use of technology. Teachers use retrieval quizzes, hinge-point questions and exit tickets to gather evidence of learning and make informed instructional decisions. Every child is heard, and teaching is adapted based on the evidence collected. This information will be used to inform whether pupils need further support to grasp or retain a concept or whether they are ready to move on.

Teachers should ensure that such opportunities are given sufficient time and importance within the lesson and this should be a routine part of practice in every aspect of school life.

In line with findings from the Assessment Commission, feedback at Brooklands will be delivered in three ways:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task

3. Review feedback – away from the point of teaching (including written comments)

Type of feedback	Possible mechanisms
Immediate feedback	- Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May involve use of a teaching assistant to provide support or further challenge - May re-direct the focus of teaching or the task - May include highlighting/annotations according to the marking code. - May involve focused peer-assessment - Corrections, editing and improvement should be carried out by the children at the time using green pen
Summary Feedback	- Takes place at the end of an activity or lesson - Can be delivered to whole groups or classes - Evaluates understanding of learning - Should include an element of self-assessment - May highlight pupils who require further support or a deeper look at their understanding/misconceptions
Review feedback	- Takes place away from the point of teaching - Provides teachers with opportunities to assess understanding more deeply - Involve teachers looking at books and identifying strengths, basic errors, presentation issues and common misconceptions and noting these on whole-class-feedback sheets - Should result in some of the following: individual feedback to act on with support or independently (e.g. in early morning work); target groups to support before or during the next lesson; a whole class feedback session at the start of the next lesson; or adaptation of future planning - May involve written comments/annotations/models for pupils to read and respond to, or verbal feedback, to help pupils secure content or understanding or achieve their next steps

Effective feedback should:

- be based on high-quality teaching and clear learning intentions;
- identify what pupils understand and what they still need to learn;
- focus on the task, subject knowledge, strategy or misconception;
- be timely enough to influence future learning;
- be proportionate to its likely impact;
- avoid unnecessary written marking where verbal, live or whole-class feedback would be more effective.

As much responsibility for assessment as possible should be transferred away from the teachers to the pupils themselves. Children should be taught to self-mark accurately and honestly and encouraged to do so as much as possible. They should regularly be asked to ‘shine-a-light’ on things such as recent spelling rules used correctly in their writing, or features of a text that they have incorporated, by highlighting them in their work.

Area	Feedback expectation
English & Maths	Live feedback, whole-class feedback sheets, class/ group or individual feedback, marking code, some use of written prompts where needed, peer and self assessment, green-pen editing.
Science and foundation subjects	Live feedback, whole-class / group or individual feedback and peer / self assessment focused on key knowledge, vocabulary, misconceptions and quality of thinking.

Review Feedback In Practice:

The teacher checks each child’s physical book or reviews their digital portfolio.

Basic errors may be indicated by the teacher using the school’s marking code which should ensure that this process is not onerous for teachers but adds value to pupils. It is designed to offer sufficient guidance to pupils to identify and correct the error but be open enough to promote discussion about this, in order to fully understand the misconception or reason for error.

Symbol	Meaning			
Circle around a letter e.g. peoPle	Should be capitalised/decapitalised or formed correctly			
^ or >	Missing word or element of punctuation			
//	New paragraph or line			
Wiggly line under a word	Spelling error (Teachers should identify errors only where the spelling rule has been taught so pupils should have the necessary understanding to correct the error. No more than 5 spelling errors in a piece of work and pupils should be well supported to correct these errors.)			
	Next step			
(S)	Supported by an adult			
(I)	Independent			
<table border="1"><tr><td>✓✓</td><td>✓</td><td>*</td></tr></table>	✓✓	✓	*	Staff may add a double tick, tick or star by the title / learning intention to show how secure they feel the pupils' understanding of a concept is. ✓✓You've got it! ✓A little more practice needed *I'm going to help you with this
✓✓	✓	*		
Pink / Green Highlighter	Self/Peer assessment			
Orange Highlighter	Teacher drawing attention to something good			
Red biro	Teacher correction / comment			
Green biro	Child's correction / edit / self-marking			

Marking codes are tools, not a required feature of every piece of work. They should be used only where they help pupils notice, understand and improve something important.

During the book check, or digital review, the teacher may add notes to their teacher's feedback sheet for the unit of work / concept, identifying excellence, common errors and misconceptions which can be addressed within the next lesson or sequence of lessons - or through future planning or return to a unit. These feedback sheets are completed when appropriate during a unit and not for every lesson. Initials of children who need further support are recorded, as are those who exceeded expectations. The sheets are kept to refer to for future planning.

Brief written comments, models and scaffolds, or voice-note / video comments may be used when appropriate to provide feedback that a child can then act on independently.

Where possible feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.

Example feedback sheet (see appendix)

Brooklands Primary Whole Class Feedback Sheet		
Date:	Subject:	Year:
Reviewing Lesson Outcomes – Add Initials:		
Not Met:	Exceeded: (when appropriate):	
Common Misconceptions <u>To</u> Address:	Planning information to feed forwards: (<u>and</u> when it will be addressed)	
Other Notes:		

Feedback opportunities are built into subsequent lessons / lesson sequences and may include the following:

- Sharing high quality feedback with the whole class, groups or individuals.
- Celebrating good work, picking out and analysing the key features using a visualiser.
- Live marking a piece of work to demonstrate strengths and areas for improvement using a visualiser.

- Correcting of common basic errors– e.g. show a sentence/calculation containing the common mistake and ask children to identify the mistake and correct it.
- Addressing common misconceptions in knowledge or understanding from previous lesson through a consolidation activity.
- Drawing attention to common spelling errors e.g. Common exception words / statutory word lists / taught spelling rules
- Modelling key handwriting misconceptions or presentation issues
- Children responding to the feedback given (e.g. editing their work for errors / improvement in some other way / clarify a misconception). Green pen should be used for this.

Where possible feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.

Early Years:

In Early Years, the feedback sheets are adapted and used weekly as the children complete their group work. In Maths, the sheets are adapted so that they outline the different mathematical skills and it's easy to see who needs support with a particular area during book work/ provision. In Writing, the same feedback form as everyone else is used across the week. There is a particular focus on pencil grip and letter formation at the beginning of the year before moving on to more focused aspects of learning. An 'I' in a circle is used if writing is independent and an 'S' if it is supported. This is helpful for staff when making judgements towards the Early Learning Goals. In both lessons, children use green pen to correct things such as incorrect number and letter formation.

Pupils with SEND:

Feedback should be accessible to the pupil receiving it. For some pupils, particularly those with SEND, this may mean verbal feedback (live or pre-recorded), visual prompts, adult modelling, fewer corrections, scaffolded editing, feedback given in smaller steps, or feedback focused on one priority at a time.

Feeding Forwards:

Teachers will use Whole Class Feedback as a key strategy for identifying and resolving misconceptions that arise through teaching. This will include teachers reviewing outcomes in lessons and books to help them understand which elements of the curriculum pupils need further support with and how future lessons can be adapted to address this. The most important part of this process is teachers identifying how they will feed information forwards so that misconceptions are evidently resolved in subsequent learning outcomes.

The EEF research shows that feedback can be a very effective strategy for improving outcomes for pupils, when done well. Teachers will use their professional judgement to personalise and adapt the strategy so that it is meaningful and purposeful for every pupil in their class, while maintaining consistency with the school approach.

Leaders will monitor the effectiveness of feedback through professional discussion with staff, pupil voice, lesson visits, review of pupils' work over time and evaluation of whether

misconceptions are addressed in future learning. Monitoring will focus on the impact of feedback, not the quantity of written marking.

[Mark Less Mark Better \(2018\) V3.indd \(londonsouthtsa.org.uk\)](#)
[Feedback](#) | [Toolkit Strand](#) | [Education Endowment Foundation](#) | [EEF](#)

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