Bushfield Road Infant School

Marking and Feedback Policy

1. Purpose

At Bushfield Road Infant School, marking and feedback help pupils understand what they have learned, address misconceptions and know what to do next. Feedback should be timely, clear and manageable, and should lead to an improvement in learning.

Our approach reflects our values of **Kindness, Teamwork and Curiosity**. We celebrate effort and achievement, while helping every pupil take their next step.

2. Principles

- Feedback is part of teaching, not an additional task completed for its own sake.
- Teachers use what pupils say, do and produce to check understanding and adapt teaching.
- Misconceptions are addressed as soon as practicable, preferably while the pupil is learning.
- Feedback is specific and focused on the learning intention.
- Pupils are given an opportunity to act on feedback where this will help them learn.
- Marking should not create unnecessary workload or evidence-gathering.

3. Early Years Foundation Stage

In EYFS, feedback will primarily happen **in the moment**, through interaction between the adult and child.

- Adults will observe children's learning and respond through discussion, modelling, questioning or a short, focused activity.

- When a child forms a letter or completes a piece of work, an adult will provide feedback in live time where appropriate.
- If a misconception is noticed, the adult will remodel the skill or idea and give the child an opportunity to try again.
- Adults will use what they notice to decide what to teach or practise next.
- Adults will correct children's vocabulary if they say something wrong when they are speaking to model the correct use of spoken English.
- Brief records may be made when useful for planning next steps. Staff are not expected to create written or photographic evidence for every learning experience.
- When children complete pieces of work, EYFS will follow the marking codes and presentation (see below under Key Stage 1).
- All books and pieces of work must be checked and marked **by the following day**.

4. Key Stage 1

- All books and pieces of work must be checked and marked **by the following day**.
- Live marking is encouraged. Where possible, staff should discuss feedback with the pupil and address misconceptions during the lesson.
- Marking should identify whether the pupil has met the intended learning outcome and, where necessary, what needs to be practised or improved.
- If a pupil needs further teaching or practice, staff should plan how this will happen—for example, through a brief re-teach, a follow-up task or focused adult support.

5. Marking codes and presentation

All written marking will be completed in **blue**.

For each assessed piece of work, staff will record the pupil's outcome as follows:

Code	Meaning
✓ **A**	Achieved: the pupil has achieved the learning outcome.
✓ **PA**	Partially achieved: the pupil has achieved some, but not all, of the learning outcome.
✓ **NA**	Not achieved: the pupil has not yet achieved the learning outcome.

These codes should be used consistently and alongside feedback that helps staff and pupils understand the next step. A code alone should not replace teaching or explanation where a pupil needs support.

In written work, staff will also check **number formation** and provide correction or modelling where needed.

Children should be encouraged to self-mark their work in purple pen where possible and be encouraged to complete any corrections in purple pen too. When children are editing their work, such as in writing, children should do this in purple pen.

Rubbers should only be used when necessary – purple pen should be used where possible.

6. Spelling in pupils' writing

When marking a piece of writing:

- Correct no more than **four or five spellings**.
- Prioritise words that are important for the pupil's current learning, particularly **common exception words and tricky words**.
- Avoid correcting every spelling error; select those the pupil is most ready to learn.
- Where appropriate, give the pupil time and support to practise or correct the selected words.

7. Celebrating pupils' work

Good work and positive learning behaviours may be celebrated through:

- specific verbal praise;
- stickers;
- sharing work with the class or school leaders;
- referring work to the headteacher or deputy headteacher for praise;
- Star of the Week recognition;
- sharing achievements with families; and
- sharing work on the school's social media, in line with the school's permissions and safeguarding arrangements.

Celebration should recognise the pupil's effort, progress, thoughtfulness or achievement—not only a polished finished product.

8. Roles and review

All staff are responsible for following this policy and using feedback to move learning forward. Leaders will review pupils' work and talk with staff and pupils to check that marking is consistent, manageable and helping pupils learn.

This policy should be reviewed periodically.

Sources

- *Early years foundation stage profile handbook*, Department for Education. (gov.uk)

- *Teacher Feedback to Improve Pupil Learning*, Education Endowment Foundation. (educationendowmentfoundation.org.uk)