



Brookfield Marking and Feedback Policy

DATE: January 2026
POLICY LEAD: Daisy Dunning
APPROVED BY: LGB



Excellence



Equity



Empowerment

DOCUMENT CONTROL

Policy Level	Academy
Approved By	LGB
Approval Date	

This policy remains valid until it is reviewed and replaced; it does not expire by date alone.
Policies are reviewed annually, or sooner if required by statutory or legislative changes,
in line with best practice

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Version Number	Date Issued	Updated Information
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Please complete this section with a brief summary of the changes you have made or if this is a full re-write / new policy. The contents of this version control box will be shared with trustees / the LGB as part of the approval process – Thank you

2	Jan 26	Removed feedback from ACET Improvement Team as this was pre 2023, replaced 'junior' with 'primary' throughout

Aims and Rationale

‘Feedback is one of the most powerful influences on learning and achievement’ (Hattie and Timperley 2007)

‘Feedback plays a central role on securing student’s learning, supporting them how to deepen their knowledge and understanding or improve their performance’ (Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

‘Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.’ (Report of the Independent Teacher Workload Review Group)

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective John Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils’ prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.”
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Key Principles

- Feedback and marking should focus on the learning intention of the lesson.
- Feedback and marking should address spelling, punctuation and grammar.
- Feedback should be an integral part of the lesson.
- Feedback and marking should have a positive impact on pupils' learning.
- Marking should be manageable for the teacher.
- Feedback and marking should involve all adults and pupils in the classroom.

Purpose of marking

- To have an impact on pupils' learning and enable them to make progress.
- To enable pupils to identify their successes and areas for development through the use of coloured highlighters identifying spelling, punctuation and grammar.
- To inform future planning and ensure appropriate challenge for all pupils.
- To raise learners' self esteem by rewarding their efforts and celebrating achievement.

Organisation

- Feedback and marking should be done in class with the pupils.
- Time must be built in to lessons to enable pupils to read and respond to marking.
- The marking will be done against clear learning intentions which will be recorded at the top of each piece of work.
- Parts of the learning intention which have been met should be highlighted in green. Those not met should be highlighted in yellow. Those not attempted should be left blank.
- Teacher's modelling/comments/challenge should be written in blue pen.
- Appropriate space will be left for pupils to respond to feedback comments before new learning takes place.
- Pupils should use their 'green pens' to respond to feedback comments and /or make edits to their work.

Types of marking and feedback

1) Targeted marking

- The feedback should relate to the learning intention.
- The aim should be to 'close the gap' between current performance and desired performance.

- The emphasis should be on identifying the successes by highlighting them green and areas for improvement by leaving a prompt that is highlighted orange. This enables all pupils to identify success and maintains their self esteem whilst offering opportunities for further learning.
- Focussed comments should help the child in closing the gap between what they have achieved and what they could have achieved by providing a suitable prompt that gives a specific improvement suggestion that relates directly to the learning intention.
- The learning intention will be highlighted orange or green to show if the child has achieved the outcome or not. Only the words that are achieved should be highlighted green. Other areas which still need work need to be highlighted orange or left blank if not attempted. e.g LI: Write a setting description using effective adjectives, verbs and **adverbs**.
 - **Pupils must be given the opportunity to make the improvements in lesson time using their 'green pen'.**

2) Peer-assessment – this must be modelled

- Where it is appropriate, pupils should be given the opportunity to assess and mark their work in pairs. Pupils need to feel comfortable in giving and receiving feedback – **this needs to be modelled by adults in the first instance, so pupils have the skills to draw upon.**
- The feedback should be a **positive** experience and should identify areas of success and one area for development. All work should be assessed against the learning intention. Peer assessment may be done through the use of checklists

3) Verbal feedback

- **Teachers will talk one to one with pupils during learning if a prompt is not sufficient enough to move a pupil's learning forward.** This will be indicated by the teacher in the pupils' books.
- EYFS will use this method of feedback most of the time. Feedback will be done immediately with the child, they will be praised, and **notes will be taken by the teacher** which will be used to inform future planning.

Appendix 1

Marking Prompts

The purpose of these marking prompts is to encourage the pupils to reflect on how the quality of their work could be improved in relation to the learning objective for the piece of work.

A reminder prompt

It reminds the pupils of what could be improved.

- Say more about how you feel about this person.
- Remember to use the written method for...

A scaffold prompt

This provides more support and structure than a simple reminder. It can take the form of a question, a directive or an unfinished sentence.

- Can you describe how this person is a good friend?
- Describe something that happened which showed they were a good friend.
- Finish this sentence – He showed me he was a good friend when...
- Adult has to give a scaffold.

An example prompt

This provides the child with a choice of actual words/phrases/methods.

Choose one of these or your own:

- He is a good friend because he never says unkind things about me.
- He is a friend because he is always nice to me.
- Teacher shows example of the written method.

Appendix 2

Marking Codes

All teacher comments will be completed in a blue pen.

Level of Support

This will be indicated in the books by the person that provides the support.

Person Providing Support	How this will be shown
T	Teacher will initial the work with a 'T' if they have supported for a length of time or in detail.
TA	Teaching Assistant will initial the work with a 'TA' if they have supported for a length of time or in detail.

Marking completed by others

Person Marking the Work	How this will be shown
Supply	If a supply teacher has completed the marking, the teacher should record in the top left corner of the page the word - supply
HLTA	HLTA's will write HLTA in the top left corner of the page.
TA	TA's will write TA in the top left corner of the page.

Staff Expectations

The marking and feedback policy will only work if you build in time for this during every session and all staff in class are marking and feedbacking during sessions.

- All staff to have highlighters (green, orange and purple) and a blue biro
- All pupils to have a green editing pen
- Lessons to allow for 10 minutes for feedback and editing
- LI to be highlighted to show if outcomes have been achieved