



# Brookland Junior School

## FEEDBACK & MARKING GUIDANCE

**“Progress could be like a mountain, you could be half way through then you climb higher.”**

**“Progress is improving against yourself and not anyone else.”**

**“It really helps when your teacher tells you what you need to include in a piece of work.”**

*Brookland children in a whole school meeting*

### Rationale

**The sole focus of feedback and marking should be to further children’s learning.**

Effective feedback should be meaningful, motivating and manageable. It should:

- redirect or refocus either the teacher’s or the learner’s actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be selective and linked to the key skills/learning objective
- provide specific guidance on how to improve or further challenge the child

### Key Principles

Our policy on feedback has at its core a number of principles:

- Pupils self-assessment is integrated into daily practice across the curriculum to reflect on learning and act on their own next steps especially after deeper marking by the teacher.
- Immediate feedback delivered in lessons is often more effective enabling children to make progress within the lesson.
- Written feedback should be timely, work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- Written comments should be accessible to students according to age and ability.
- Feedback (assessment for learning) is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments.
- All adults working with pupils in the class are actively encouraged to use the marking codes in the pupil’s books.
- Year groups collaborate together to identify the most effective type of feedback to ensure progress towards the key skills.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit and Dylan Wiliam and Shirley Clarke to ensure that children are provided with timely and purposeful feedback that furthers their learning as well as enabling teachers to gather feedback and assessments to adjust their teaching both within and across a series of lessons.

### Feedback and marking in practice

Teachers are expected to know the individual pupils in their class and the best feedback for that child. It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

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

Reviewed September 2025

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

These can be seen in the following practices:

Type	What it looks like
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher using all pupil response systems to gather feedback from teaching, including mini-whiteboards, lolly sticks (see feedback activities pack for each subject area)</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to and by pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity within a lesson</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer- assessment against an agreed set of criteria in the form of a green pen comment</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May be a response to the pupil's self- assessment</li> <li>• May involve written comments/annotations/questions for pupils to read / respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> <li>• May lead to planning pre-teach lessons to aid an individual's access to the curriculum</li> </ul>

### Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols or ticks. Feedback and marking across the curriculum will be different in each subject depending on the learning objective of the lesson

Written marking and comments should be used during a deep mark. Deep marks should be identified in the planning and relate to the key skills for that subject. These comments should allow children's achievements to be recognised and provide further meaningful guidance for future learning. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning a further question or challenge relating to their next step may be asked.

### Target-setting/Next steps

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases targets are clearly set out through use of the marking code and accompanying comments.

There is no expectation that targets are updated on a fixed term but these should be reviewed regularly by both pupils and teachers and updated when they are achieved.

### Using marking codes I S P WR

All adults working in the class are encouraged to use the above codes which clearly indicate where a child has received support, a prompt, used resources and then become independent. The use of the codes show the progress of the supported pupil during a lesson.



## Marking Guide

### Teacher/TA Marking:

	Setting a specific target.
	Tick when a target has been achieved.
.....  or sp	Grammatical or spelling error/Meaning is unclear (correct spelling is written in margin). Sp – child to correct the spelling
	Improve a skill. <i>Use a thesaurus, check capital letters etc...</i>
I    S    P    WR	Independent/Supported/Prompted/With Resources.
Let's chat (or similar phrase)	Dated when verbal feedback given to child and write VF
VF	Verbal feedback given
//	New paragraph/Start a new line
^	Insert a word/Word missing.
✓ or ✓✓	Great vocabulary/fact.

**Dojo points are given for those who have worked hard to meet the LO.**

*(1 = success; 2 = very impressive; 3 = exceptional/extended work. A bonus merit point to be given for handwriting or other class focus).*

### Children's Marking (in green pen):

.....	Need to improve a phrase or sentence.
	Great word choice/sentence
e.g. 😊 ☹️ 8/10 △	Self review in green pen <i>How well did I meet the LO or use a key skill?</i>
//	New paragraph or start a new line.
^	Insert a missing word or an exciting word.
*	Insert new sentences or a new section.

**Appendix 1 Examples of feedback prompts requesting response**

(shaded statements illustrate similarity of tasks/response requests across maths and writing.)

**Writing Prompts**

**Maths Prompts**

<i>Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)</i>	<i>Look back at your work – can you add...(your method, a number line)</i>
<i>Try to find the sentence which needs to be changed /doesn't make sense and improve it.</i>	<i>Can you find where you went wrong?</i>
<i>How could you check this?</i>	<i>How could you check this?</i>
<i>Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)</i>	<i>Now try these... (extension questions/Consolidation questions)</i>
	<i>If the answer was .... What could the question be?</i>
<i>Is there another way you could write this information (highlight sentence)?</i>	<i>Is there another way you could do this?</i>
<i>Can you find a way you could write this in a shorter sentence?</i>	<i>Can you find a quicker way of doing this?</i>
<i>Finish this sentence: ....</i>	<i>Finish this sentence: .... (Explaining work)</i>
<i>Fill in the blanks: ....</i>	<i>Fill in the blanks: .... 2 + 6 = 6</i>
<i>Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)</i>	<i>Highlight where you have used (column method, grid method, a strategy to check your answer, etc)</i>
<i>Boom! This sentence by adding ....</i>	
<i>Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.</i>	<i>Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.</i>
<i>Tell me ... that have ...?</i>	<i>Tell me ... that have ...?</i>
<i>Tell me two sentences that have adverbials.</i>	<i>Tell me two numbers that have a difference of 12.</i>

*What ... would you use to...?  
e.g. What word would you use show me what the character is feeling?*

*What ... would you use to...?  
e.g. What unit would you use to measure the width of the table?*

*What are the ... of ... ?  
What are the factors of 42?*

## Appendix 2

### ***Our Agreement When Peer Marking***

*We decided that there were some rules we all needed to keep when peer marking.*

- **Respect** our partner's work because they have done their best and so their work should be valued.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us.
- Ask our partner to **talk about** what they tried to achieve in their work.
- **Be Positive** tell the partner the good things we see in their work.
- Refer to the **success criteria/checklist** when commenting on the work and make 2 stars and a wish e.g. I really liked/thought.....  
Your use of .....was .....  
Next time try to.....  
Remember to.....
- **Listen** to our partner's advice because we are trying to help each other do better in our work.
- **Think of** an activity they could do to improve their work

### Appendix 3

Examples of successful feedback

#### Example of writing feedback and marking.

Pupil green pen comment and own next step.

Teacher comment, merit points and next steps

Praise for verbal work/team work in class. Comments about learning skills.

**Task 3**

17 Seventy-five per cent of a bag of sand has not been used. 4.5 kg has been used. How much sand was in the full bag? *5.25 kg*

18 Darnell has £160. He spends three eighths of his money in one shop and 30% of it in another. How much has he spent? *£108*

19 One 150 ml glass of drink is 5% of the amount in a jug. How much drink is in the full jug? *3l*

20 Shannon is cycling 70 km. She rides a quarter of the distance in the first hour and 20% in the second hour. How far has she cycled? *35*

*Up: I know how to work with fraction and percentages in the same question with algebra.*

*Very good progress I am proud of you!*

*2dp*

①  $\frac{3}{4} = 75\% =$

$\frac{1}{4} = 4.5$

$\frac{3}{4} = 13.50 +$

$\frac{1}{4} = 4.50$

0 5 10 15 20

15/11/17

dinner to munch on

Hunting for his prey, the monster runs like a chester. As black as the night sky, the monster slithered through the dark night. His teeth are daggers as sharp as knives. The blood drinking monster, slithered under a tree waiting for a human to come. Then the monster ~~with~~ <sup>took</sup> ~~and~~ <sup>to</sup> ~~murder~~ <sup>kill</sup> him to pieces. Later that evening, the small ~~slithering~~ <sup>sinking</sup> monster was hunting for food and he found a mouse. Suddenly, something made a weird sound but there was nothing there. Slowly, he pads along the muddy, dirty and smelly grass, to find what was following him... Sauntering up the path, the monster's feet were ~~set~~ <sup>set</sup> squishing and ~~set~~ <sup>set</sup> squishing all around the place. ~~frightened~~ <sup>frightened</sup>

*knives*

*Lion*

*chester*

*daggers*

*sharp*

*knives*

*slithered*

*under*

*kill*

*to*

*murder*

*to*

*pieces*

*Later*

*that*

*evening*

*the*

*small*

*slithering*

*monster*

*was*

*hunting*

*for*

*food*

*and*

*he*

*found*

*a*

*mouse*

*Suddenly*

*something*

*made*

*a*

*weird*

*sound*

*but*

*there*

*was*

*nothing*

*there*

*Slowly*

*he*

*pads*

*along*

*the*

*muddy*

*dirty*

*and*

*smelly*

*grass*

*to*

*find*

*what*

*was*

*following*

*him*

*Sauntering*

*up*

*the*

*path*

*the*

*monster's*

*feet*

*were*

*set*

*squishing*

*and*

*set*

*squishing*

*all*

*around*

*the*

*place*

*frightened*

I picked this sentence because I used a thesaurus to find the word sauntering and I did onomatopoeia

3dp Excellent use of space to vary openers

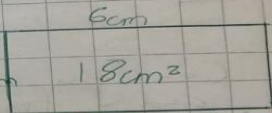
My target for next time is to use more of the ~~set~~ <sup>set</sup> ISPACE

*Next, think carefully about the verbs you use e.g. had/ set/ drove*

29.1.19  
 Q: Can I find the area of rectilinear shapes?  
 Task 1

1.  $2 \times 9 = 18 \text{ cm}^2$  ✓  
 2.  $3 \times 10 = 30 \text{ cm}^2$  ✓  
 3.  $4 \times 4 = 16 \text{ cm}^2$  ✓  
 4.  $12 \div 6 = 2 \text{ cm}$  ✓

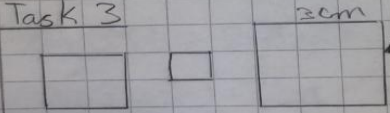
GPC: The difference between area and perimeter is that area is the inside of the shape and perimeter is the outside. ✓ (2dp)


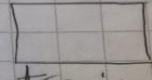
Can you make a shape with an area of  $18 \text{ cm}^2$ ?  


Task 2

1. Length = 4cm Width = 4cm ✓  
 2. Length = 5cm Width = 4cm ✓  
 3. Length = 4cm Width = 3cm ✓  $4 \text{ cm} \times 3 \text{ cm} = 12 \text{ cm}^2$   
 4. Length = 6cm Width = 2cm ✓  $6 \text{ cm} \times 2 \text{ cm} = 12 \text{ cm}^2$

Task 3


1.  False because  $3 \times 3 = 9$  and 9 isn't even. ✓

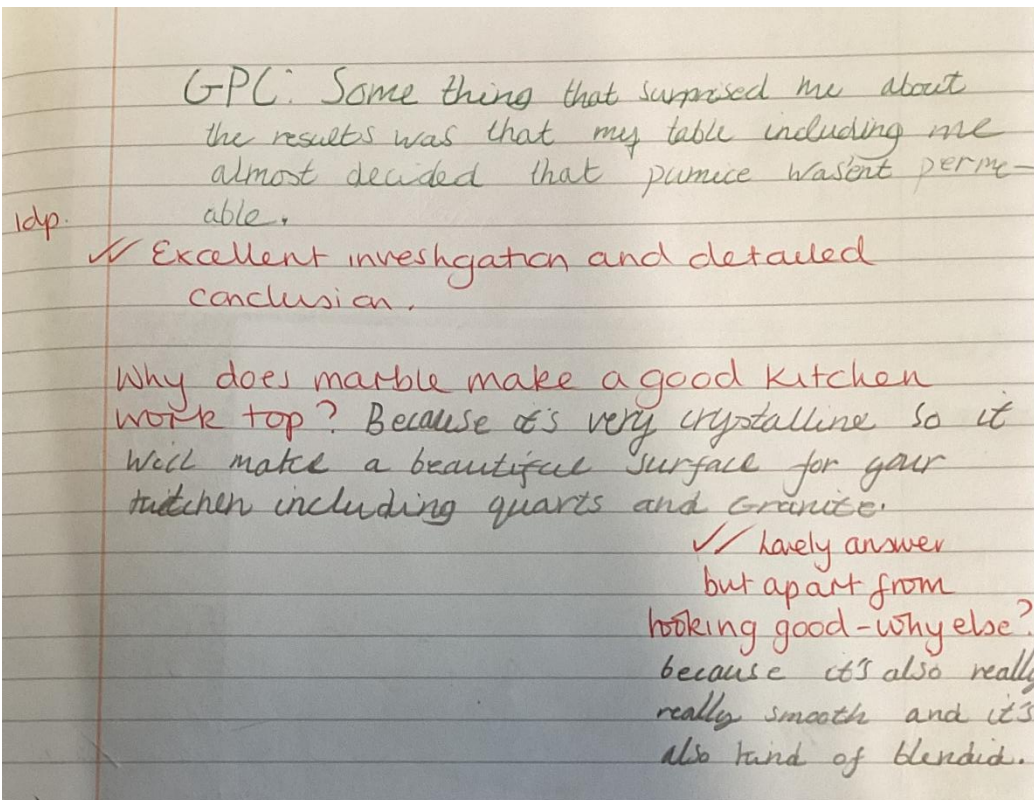
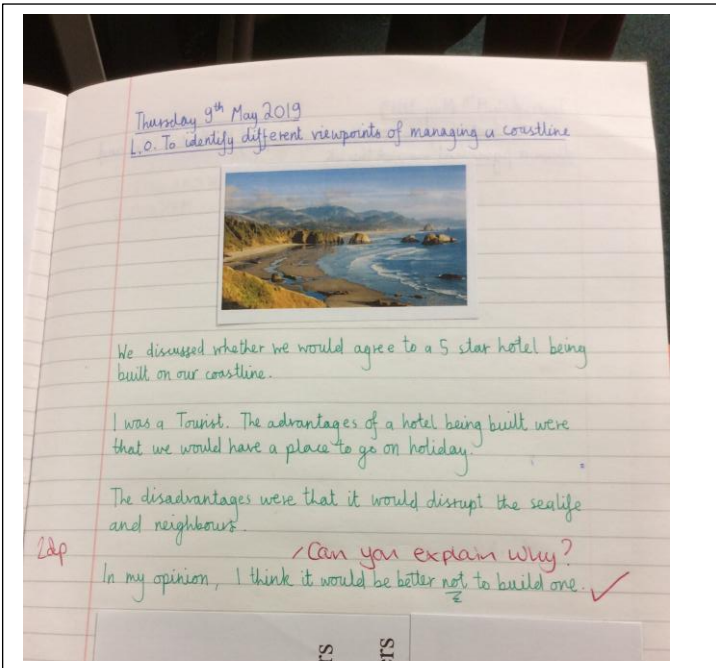
2. Always because  $1 \times 1 = 1$    and  $3 \times 2 = 6$  so when the perimeter is bigger the area is too. ✓

3. Queen Victoria and Prince Albert (1dp)

Which was the most important event and why?

The most important event was when school was made compulsory for all children because then everybody could get a good education and when they were older a good job. ✓





antique was of the 17th/18th century. Furthermore I realised the 'SUS' engraving meant 'Suspicious Undercover Smuggler' - the nickname of an unknown smuggler. As a result of this research I learnt all I could about 'SUS' and figured out he was a mysterious <sup>smuggler</sup> who betrays people, however, this smuggler's only goal was to find the most vicious of villain's treasure (Blue Beard's Golden Spiggluss).

In conclusion, I wish to donate this priceless wine flask to your prestigious museum to help you obtain <sup>more</sup> visitors, learn more about smugglers and this piece will fit in <sup>perfectly</sup> as this bottle is in near perfect condition and can go next to your other exhibits with 'A BOMBS' on them.

Yours Sincerely, Lecheng Qiu.

A very formal letter Lecheng with super details and good openers. Great vocabulary choices too.

Ⓣ Maybe change ABOMBS → this seems a little too modern and from WW2!

Thursday 22nd November 2018

Q: Can I describe what fairtrade is?

Quick list

- Bottle of beer drinking water £150
- 1 Nurse £200
- Malaria nets £2 per family (100 family: £500)
- \* Bike £10
- 1 Teacher £500

GPC: Three ways buying fairtrade help the workers and their community are safe, healthy and well provided.

What was the hardest part of deciding what to buy? We had to see what was most needed.

1. Clean Water	£150	250
2. Nets	£500	+850
3. Maize	£250	£1500
	£900	£1500
	+500	£2000
6. Bike	£10	£2000
	+250	£2250
	900	500

We need clean water because you can't survive without clean water. You could die because without the malaria nets you could get mosquito bites.

