



Bentham Community Primary School

Marking and Feedback Policy

Our Approach

At Bentham CP School, feedback is used to ensure that all pupils understand their learning, know how to improve, and are supported to succeed. Feedback is an essential part of quality first teaching and supports our inclusive ethos. Our approach reflects current expectations that feedback should focus on:

- **impact on learning**
- **pupil understanding**
- **inclusion and accessibility for all learners**

Key Principles

Effective feedback at Bentham CP:

- Helps pupils know what they are doing well and what to do next
- Is clear, precise, and accessible for all learners
- Is timely, so it can be acted upon quickly
- Supports pupils to become independent and reflective learners
- Ensures all pupils, including those with SEND, can access and respond to feedback appropriately
- Informs teaching so that misconceptions are identified and addressed

The most important measure of feedback is: **What pupils understand and improve—not the amount of marking in books**

Inclusive Feedback

Feedback is adapted so that it is **accessible and meaningful for all pupils**, including those with additional needs. This may include:

- Verbal feedback and discussion
- Visual prompts or modelling
- Breaking feedback into manageable steps
- Additional adult support where appropriate

All pupils are supported to:

- Understand feedback
- Act on feedback
- Experience success



Types of Feedback

1. Immediate Feedback (High impact)

Takes place during lessons. This allows pupils to adjust their learning straight away and includes:

- Verbal feedback
- Questioning
- Live correction and support
- Addressing misconceptions as they arise

2. Whole Class Feedback

Teachers review learning and identify:

- Common strengths
- Areas for development
- Misconceptions

This is addressed through:

- Teaching in the next lesson
- Modelling examples
- Targeted support

This approach ensures feedback benefits all pupils efficiently and consistently.

3. Written Feedback (Used where appropriate)

Written feedback is used when it will:

- Help pupils clearly understand next steps
- Support independent improvement
- Provide praise and encouragement

It focuses on:

- What went well
- What to improve next

Pupils are always given time to:

- **Respond**
- **Edit and improve their work**



The Role of Pupils

Pupils are active participants in feedback. They are expected to:

- Listen carefully to feedback
- Reflect on their learning
- Make improvements to their work
- Use green pen to show changes
- Develop confidence in identifying next steps

Peer and self-assessment are used where they:

- Support understanding
- Are clearly structured
- Focus on improving learning

Subject Approaches

English

- Strong focus on editing and improving writing
- Teachers model how to improve work
- Pupils:
 - Correct errors
 - Improve vocabulary and structure
- Feedback ensures pupils understand how to improve quality

Mathematics

- Feedback is mainly immediate and verbal
- Pupils are supported to:
 - Identify mistakes
 - Explain their thinking
 - Check and improve their work

Foundation Subjects

- Feedback focuses on:
 - Knowledge and understanding
 - Discussion and questioning
- Written feedback is used where it supports learning

EYFS

- Feedback is primarily verbal and interactive
- Adults support children by:
 - Extending thinking



- Guiding next steps
- Observations inform future learning

What You Will See

In books and learning:

- Evidence of pupil response and improvement
- Corrections and editing
- Occasional written prompts where helpful

Note that the emphasis is on: clear learning progression and pupil understanding.

Monitoring and Review

Leaders will evaluate feedback by focusing on:

- How well pupils understand their learning
- How pupils use feedback to improve
- Whether feedback supports all learners effectively

This policy will be reviewed regularly to reflect best practice and school priorities.

Summary Statement

At Bentham CP, feedback ensures that every pupil understands their learning, knows how to improve, and is supported to succeed, in line with inclusive practice and current expectations.



Appendices

Appendix A

Maths Book Feedback Symbols

Symbol	What this means
✓	Correct
?	Check your work
○ round a number	Back to front number and/or check this again
Green highlighted LO	Well done You have fully understood what you were learning.
Amber highlighted LO	Nearly there You are beginning to understand what you were learning.
• (During lesson)	Have another look at this!
NOW	Next step with adult saying, "Now try to do this ... to develop your learning".
S	Support provided in class

Appendix B

English and Foundation Subjects Feedback Symbols

Symbol	What this means
✓	This is correct
_____	Incorrect Spelling
✓✓	Impressive vocabulary
//	New Paragraph
/	Finger space
^	Sound/Letter/Word Missing
O	Punctuation Missing
?	Check your work



	Does it make sense?
Green highlighted LO	Well done You have fully understood what you were learning.
Amber highlighted LO	Nearly there You are beginning to understand what you were learning.
VF	Verbal feedback given during lesson. Tick when completed.
√√√ (over words)	These letters are correct
X (over words)	These letters are not correct
S	Support provided
Now	Next step with adult saying, "Now try to do this ... to develop your learning".
R	Additional and different resources required to access this task.



Whole Class Feedback Sheet Date: 4th Sept '17

Lesson: English

Work to Praise and Share	Need Further Support
Saba – excellent vocabulary choices Anees – description in opening (show under visualiser) Sophie – great dialogue (show under visualiser)	Hayden, Tanim, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson. Selena, Tom - Not finished. Josie – Absent
Presentation	Basic Skills Errors
Great Show Sophie's book – good e.g. of setting out speech and correct punctuation placement Reagan, Lena – errors not corrected with a single ruler line	Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie's book Spellings – • <i>extraordinary</i> • <i>unconscious</i> • <i>symbol</i> Teach and check with mini-whiteboards
Misconceptions and Next Lesson Notes	
Problems with tense - Swapping from past at start to present later on. E.g. Jack's work. Need to reteach key points from previous lesson. Next lesson - show these sentences and identify the error. 'The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.' Rewrite on whiteboards then check own work for errors with tense. Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.	