



Marking and Feedback Policy

April 2025 – April 2027

Feedback Policy:

At Castle Bromwich Infant and Nursery School (CBINS), marking is closely linked to clear Learning Intentions (LI) and Success Criteria (SC). The Teacher will mark alongside the child to give verbal feedback on their achievement of their learning and advice on how to improve next time. Marking involves ongoing assessment, feedback to learners and record keeping for teachers. **All work in books should be marked, including foundation subjects.**

Why we feedback:

- To help pupils to become better learners, giving a clear picture about what they have done well and what they need to develop.
- To act as a check to keep track of work and see if pupils have improved on their previous work. This is also done using self and peer assessment, where appropriate.
- To raise attainment in school, as pupils become better learners.
- To help schools to be accountable to pupils, parents, external agencies and the wider community.
- To inform planning for learning and teaching.
- To address any errors or misconceptions.

Marking & feedback in the moment have a greater impact on pupils' learning than most other interventions (Sutton trust).

How we feedback in English, Guided Reading and the Wider Curriculum:

Teachers and TAs do not need to write long comments or gap tasks in books as we give verbal feedback alongside the pupils.

Any writing that is necessary will be short and using vocabulary pupils will understand. The language staff use when giving verbal feedback should be clear, unambiguous and consistent with the pupils' own language skills

A green highlighter is used to identify examples where a child has met the learning intention, including example from toolkits/key vocabulary/concepts or to recognise and celebrate progress and application of previous learning.

A pink highlighter is used to identify examples of where a child has not met the learning intention, not met the success criteria or not applied their previous learning.

When a child sees pink, they must 'think' and either reflect, edit or extend their work with guidance/modelling from their teacher.

A highlighter is used on the LI to indicate either green (met), pink (not met) or green/pink (partially met). For practical and speaking and listening lessons, evidence will be recorded in the class learning book as appropriate.

If a learning intention is pink the expectation is that there will be some kind of catch up or in the moment intervention so the child understands how they can be successful and make amendments in the lesson.

When appropriate, up to two incorrect spellings that children in their year group are expected to know will be highlighted pink in the child's work and correctly modelled underneath for the child to copy.

If children have received a high level of support or scaffold the letter "FS" should be written next to the Learning Intention or to the work in question. If only some support has been given then the letter "s" should be written

As we know, in the moment marking and feedback is the most effective approach however before pupils start their next piece of work, they might be given time to reflect on their previous learning and act upon the teacher's verbal feedback and make corrections.

How we feedback in Maths:

Teachers and TAs do not need to write long comments or gap tasks in books as we give verbal feedback alongside the pupils. Any writing that is necessary will be short and using vocabulary pupils will understand. The language Staff use when giving verbal feedback should be clear, unambiguous and consistent with the pupils' own language skills

A pink highlighter is used to identify examples of where a child has not met the learning intention, not met the success criteria or not applied their previous learning. When a child sees pink, they must 'think' and either reflect, edit or extend their work with guidance from their teacher.

A highlighter is used on the LI to indicate either green (met), pink (not met) or green/pink (partially met). For practical and speaking and listening lessons, evidence will be recorded in the class learning book as appropriate. In maths books the learning intention (LI) for each lesson is highlighted in either green (met), pink (not met) or green/pink (partially met). If specific questions or constructs have been supported by an adult, the letter 'S' is written next to the work/question. If a learning intention is pink the expectation is that there will be some kind of catch up or in the moment intervention so the child understands how they can be successful and make amendments in the lesson.

How we feedback in EYFS:

Conversations with children about their learning take place across their day as part of their self-initiated play, adult initiated tasks and adult led tasks. Staff will use these opportunities to discuss what children have done well and why and what they might need to do next to improve.

Direct quotes from the children should be recorded explaining the child's learning books alongside their work. Teachers will use green and pink highlighters and implement the marking policy, when developmentally appropriate for the children they will corrections.

Level of support marking key:

Codes will be written next to the Learning Intention.

I = Independent

S = Supported

FS = Fully Supported

PRESENTATION POLICY

Expectations for Teaching Staff

Teachers are the most important role model for promoting acceptable presentation and high expectations! At Castle Bromwich Infant School children are encouraged to take pride in the presentation of their work and their class books. All class books should be clearly labelled with the child's full name and class using white printed stickers.

Appendix 1 sets out specific instructions per Year Group from Nursery to Year 2

Teachers will highlight in pink where incorrect letter formation or presentation misconceptions have occurred, the adult will model the correct formation using biro pens, for children to practise.

Children will be encouraged to put a neat line through words or work where they have made a mistake and write their correction above or next to the word. If lined paper is used then pupils are taught to write on the line. All handwriting that is on display for the children should model the correct handwriting practices used within school.

We encourage neatness when pupils are sticking work/ labels/ headings in books. Displays should be attractive and show the pride we have in our environment and reflect pupils learning.

Equipment used by pupils:

Pencils should be of good quality and sharpened for pupils to use.

All children in the foundation stage and pupils with fine motor control difficulties are given triangular pencils or pencil grips as support where necessary.

Expectations for Handwriting:

Please refer to handwriting policy for guidance.

Expectations for Layout:

All pieces of work in books need to be dated.

Children start work under the learning intention.

Layout in Mathematics:

We encourage children to form numbers correctly, neatly and clearly with one figure to each square.

We encourage the use of working out in children's maths book to demonstrate their level of understanding.

The formation of numerals should be given the same high priority as handwriting and addressed by Teachers if incorrect.

Appendix 1: Expectations for Children's Recorded Work

Co-constructed by Castle Bromwich Infant and Nursery School Staff – 2.09.25

Nursery

Staff in Nursery have agreed to:

- **Capture Children's Voice:**
Scribe the child's voice to reflect their current understanding and document progress, using biro pens. Add contextual information such as date and name.
- **Evidence Gross Motor Development:**
Collect photographic evidence of activities including:
 - Large-scale painting
 - Outdoor chalk drawing
 - Tracing with water and brushes
 - Obstacle courses
 - Etc.
- **Evidence Fine Motor Development:**
Collect photographic evidence of activities such as:
 - Playdough manipulation
 - Weaving
 - Tracing and threading
 - Pegging and tweezer activities
 - Cutting with scissors
 - Etc.

Purpose: To support development of pencil grip for writing.
- **Showcase Mark Making:**
Ensure evidence of children's mark making using a range of mixed media, e.g., paints, chalk, water and brushes, pens, and crayons.
- **Celebrate Children's Work:**
Display evidence of celebrating children's recorded work.

Reception

Staff in Reception have agreed:

- **Recording and Labelling:**
 - That there is no need for children to write the date in adult-led activities; the date will be on the learning intention sticky label.
 - To provide scaffolded templates as appropriate to task and ability.
 - To ensure learning intention labels in books match the expected outcome.
- **Capturing Progress:**
 - To scribe the child's voice, using biro pens, to reflect understanding and progress.
- **Mathematics Presentation:**
 - To teach children to record one digit per square in maths books.
 - To print worksheets in colour when required (e.g., for sorting or variation tasks).
- **Marking and Feedback:**

- To highlight the entire learning intention with a neat, straight line in either pink (not met) or green (met).
- To mark neatly with highlighters; any written corrections to be made in biro.
- To indicate level of support given, using codes: FS (full support), S (some support), I (independent) etc.
- **Physical Development Evidence:**
 - As in Nursery, include photographs of gross and fine motor skill development activities (see above)

Year 1

Staff in Year 1 have agreed to:

- **Date and Labelling:**
 - Add the numerical date to sticky labels.
 - Children writing the day on the top line; most should write the full date independently by year end.
- **Handwriting:**
 - Deliver handwriting lessons Monday to Thursday, modelled by adults and this is evidenced in English books.
 - Use yellow felt tips (not highlighters) for over writing if support is needed.
- **Work Layout:**
 - Children leaving a line between pieces of recorded work for corrections.
 - Train children to stick in their work as the year progresses – as neatly as possible.
- **Marking and Codes:**
 - Tick common exception words (CEW) written independently by the child.
 - Mark with codes: I (independent), FS (full support), S (some support).
 - Use a green highlighter to mark the learning intention (LI) if the target is met, pink if not met.
 - Highlight at least two letter formations and one CEW for children to correct.
 - In maths books, children to write the short date and ensure one digit per square.
 - Highlight incorrect number formations in pink for children to correct.
 - Ensure that the adults marking recorded work (other than the teacher) label it with either – *Supply*, *TA* etc.
- **Wider Curriculum Books: (History, Geography, Science)**
 - Present wider curriculum books in the same way as English books.

Year 2

Staff in Year 2 have agreed to:

- **Date and Labelling:**
 - Children writing the full date on the top line of their books.
 - Affix a learning intention label under the date on the left-hand side of the page.
- **Work Layout:**
 - Children missing a line on the page between written work to allow editing using purple biro pens.
- **Mathematics Presentation:**
 - To print worksheets in colour when required (e.g., for sorting or variation tasks).
- **Marking and Support:**

- Make note of the level of support given on the label (*FS* or *S*); if no code is present, work is independent.
- Highlight every learning intention in pink (not met) or green (met) to show progress.
- Highlight up to two spellings and letter/number formations in pink if incorrect, and model corrections in biro or yellow felt tip (no high lighters please) if children need to trace first.
- In maths work, pink highlighters can be used to identify where corrections need to be made and when a pupil needs to practise number formation.
- Ensure that supply/cover teachers marking recorded work as 'C' for cover/supply.
- Feedback given in cold tasks will only be for SPAG and not toolkit features, as they have not been taught yet.
- **Wider Curriculum Books:**
 - Present wider curriculum books in the same way as English books.