



Branston Junior Academy

Marking & Feedback Policy

Overview

- This policy sets out Branston Junior Academy's approach to marking and feedback to improve pupil learning in line with statutory requirements, current best practice, and the OFSTED (2025) inspection framework.

Policy purpose

- To ensure marking and feedback:
 - Supports learning, moves pupils' understanding forward and closes gaps.
 - Is honest, constructive and manageable.
 - Is consistent across school yet allows subject-specific flexibility where needed.
 - Respects pupil dignity and supports wellbeing.
 - Prioritises use of teacher time for high-impact approaches.
- To provide clarity for teachers, leaders, pupils, parents and governors on responsibilities and implementation.
- To support effective monitoring and continuous improvement of teaching, learning and outcomes.

Key principles

- Feedback is timely, specific, and clear; it focuses on the most important learning goals.
- Feedback is part of a wider assessment cycle: teaching, practice, feedback, pupil action, reteach where necessary.
- Prioritise verbal feedback and live marking during lessons for immediate impact.
- Reduce unnecessary workload by avoiding over-prescription of frequency and method.
- Differentiate approaches for SEND, disadvantaged pupils and others needing adaptations, where relevant.
- Opportunities for pupils to explore feedback are provided regularly.
- Feedback supports the development of independence and metacognition, in line with our value of reflection.

Scope

- Recognises subject-specific needs (for example: written marking in English vs. immediate oral feedback in PE or music).



- Includes written, verbal, peer- and self-assessment and whole-class feedback.

Implementation: approaches & expectations

A. General expectations (whole-school)

- Consistency with flexibility: A common set of principles and core marking codes.
- Time efficiency: Prioritise high-impact approaches (verbal feedback, live marking, whole-class feedback)
- Respect pupil dignity

B. Types of feedback used at Branston Junior Academy:

- Live verbal feedback (during lesson)
- Whole-class feedback
- Written feedback
- Self-assessment
- Peer-assessment
- Summative marking/assessment

C. Marking Guidance:



At Branston Junior Academy our soul purpose for marking is to support the understanding, progress and achievement of our pupils. We use a wide range of techniques shown below:

	Self and peer marking may be used across the curriculum- with children marking or commenting on their own work in red pen.		Teachers may speak directly to an individual child about their work
	Teacher/ TAs may mark during the lesson to provide pupils with immediate acknowledgement or correction		Work may be discussed in small groups or as a whole class
	Teacher may focus on one section of work and mark this in detail- indicated by a yellow box		On some occasions, teachers will mark writing in depth using pink and green pen
	Children may be provided with a list of success criteria that they then self or peer assess their work against (in writing this will only be given after work is produced)		Children may be asked to place their books in a coloured tray or section. Red and amber books will be marked in depth. Green books will be indicated with a green dot
	Children may comment on their work or how confident they feel with an LO in red pen		In handwriting assessments children may be given a score out of 10 and verbal feedback from a teacher on how to improve
	Teacher may only look at work to identify the achievement of certain LOs on the EAZMAG formative assessment system		In handwriting teachers may write a correction in the margin for children to copy and self-correct.
	A green tick may be used on work to show the work has been seen by a teacher		Used to show that a child has met the objective (in which case the work may not be marked in any more depth)
	Indicates that work is guided and which adult that child has worked with		Indicates that a spelling is incorrect (teachers may also correct a spelling in the margin or above the work in pink pen)
	Indicates that the lesson was taught by a supply teacher (if this is the case class teachers are not expected to mark the work unless they feel it is absolutely necessary)		Indicates that the child achieved one of the 5Rs (our key values) in their work and have earned a stamp
TAs may provide feedback to both pupils and their teachers using a TA feedback sticker REMEMBER: Using a wide range of approaches is good practice			



D. Differentiation & inclusion

- Adapt feedback for pupils with SEND and EAL:
 - Use more oral feedback, shorter written prompts, visuals, models, scaffolds.
 - Consider adaptations to feedback to meet specific pupil needs (may be included on class on a page document)

E. Record-keeping and data

- Use assessment information to inform planning and next steps.
- Formative and Summative assessment data will be record on School Assess

F. Frequency and workload considerations

- The policy does not prescribe an exact frequency for written marking per subject; instead it encourages teacher's to use professional judgement to select the most appropriate and effective marking option.
- Leaders will monitor for workload impact and make adjustments.

G. Moderation

- Regular moderation planned across phases and with subject leaders.
- Use moderation to ensure consistency, accuracy and to share best practice.

Monitoring, evaluation & quality assurance

- SLT will monitor implementation through:
 - Book and work scrutiny.
 - Lesson drop-ins and learning walks focused on feedback in practice.
 - Pupil voice on usefulness of feedback.
 - Staff feedback and workload survey.
 - Data on pupil progress, including disadvantaged and SEND groups.
- Key evidence: improvement in pupil work, documented pupil responses, reductions in recurring errors, stronger outcomes in assessments.