



Hallbrook Primary School

Marking and Feedback

Approved/reviewed by	
8/9/26	
Date of next review	Sep 2027
Publication:	Website-Statutory

This policy is reviewed every three years to ensure compliance with current regulations.

Success Academy Trust

Adaptive Teaching in Books

Intent

This approach ensures that adaptations within pupils' books are visible, purposeful and responsive, enabling all pupils to access learning, make progress and be appropriately challenged.

- Making adaptations explicit so that support for SEND pupils and vulnerable groups is clearly evidenced within books
- Strengthening adaptation by making scaffolds, adjustments and next steps visible and purposeful
- Ensuring appropriate challenge for all pupils, extending and deepening learning beyond the expected standard

Implementation

Learning Objective Stickers

All written work in English and Non-Core Subjects should include clearly defined learning intention sticker displayed at the top of the page. These must be:

- Dated
- Typed
- Include the Learning Objective (LO)

The learning intention should be shared and discussed with pupils at the start of the lesson to ensure clarity of purpose and to support pupils in understanding the focus of their learning.

Use of Word Mats

A word mat should be provided directly underneath the learning intention. Word mats are used to:

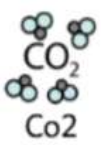
- Support subject-specific vocabulary
- Reinforce key spellings and terminology
- These word mats should also be dual-coded using the widget software.

Example

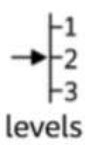
Monday 29th June

I know how CO₂ levels impact the biomes

Vocabulary Mat



Co2



levels



climate change



biomes



environment

Spelling Expectations and Corrections

Spelling errors should be cross-referenced with the word mat. When incorrect spellings occur, pupils should be directed to locate and correct the error using the word mat. This approach supports pupils in developing spelling accuracy while encouraging responsibility for improving their own work.

Adaptations for Pupils with SEND

Reasonable adaptations should be made to ensure all pupils can access learning and demonstrate understanding. These may include:

- Sentence starters to support the structure of written responses
- Reduced writing demands where appropriate
- Pre-teaching or revisiting key vocabulary
- Additional adult support or verbal scaffolding

Example Learning Objective adapted for SEND

Monday 29th June

I know how CO₂ levels impact the biomes

Vocabulary Mat



Co2



levels



climate change



biomes



environment

Example Sentence Starters

When CO₂ levels rise, the climate gets...
This changes the biome because...
So, plants and animals...

Achieved With

- ☐ Word mat
- ☐ Sentence Starters
- ☐ Phoneme Mat
- ☐ Talk Tins
- ☐ Question Prompts
- ☐

*** “Achieved With...”**

The “Achieved With...” section on the is used to acknowledge when a pupil has met the learning objective with appropriate support, ensuring transparency around scaffolds used during learning.

Examples of Support

- Word mat / vocabulary list
- Sentence starter
- Writing frame
- LSA support (guided)
- Concrete resources (e.g. Numicon, counters, base ten)
- Visual aid / timeline / model
- Partner talk / structured discussion

Schools can decide whether to apply this with a stamp or printed label

“Let Me Explain...” / Silver Star (Challenge)

Intent

The “Let Me Explain...” challenge is used to extend and deepen learning.

This

- Encourages higher-order thinking
- Promotes reasoning, evaluation and connection-making
- May be used with individuals or groups
- Tasks may be completed written or verbally, depending on subject and age.

Expected Use

Teachers will:

Use this challenge to extend children who need extension

Expect elaboration, reasoning or justification

Example Prompts by Subject

History

Let me explain...

Explain the cause and effect of the Great Fire of London on how buildings are designed today.

Geography

Explain how human activity has changed this settlement over time and evaluate whether the changes are positive or negative.

Maths

Explain why your method always works. Could there be another method?

English – Reading

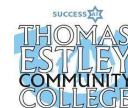
Explain how the author's language choices affect how we feel about this character.

Science

Explain what might happen if one variable in the investigation was changed.

Example For Books:

<u>Monday 29th June</u>				
I know how CO ₂ levels impact the biomes				
<u>Vocabulary Mat</u>				
 Co ₂	 levels	 climate change	 biomes	 environment
Silver Star / Let Me Explain/ Challenge Task				
<i>Explain how changes in CO₂ levels will affect the biome over time – how might it adapt?</i>				



Success Academy Trust

Appendix 2 – Feedback in Primary Schools – Success Academy Trust

Intent

Feedback is used to: • Move learning forward • Address misconceptions • Support pupils to improve their work	Feedback should be: • Timely and purposeful • Focused on the task, subject or self-regulation • Designed so pupils act on it
--	--

Implementation

Live Marking (Preferred Approach)

Teachers will provide live marking within lessons wherever possible, ensuring that feedback is immediate and responsive to pupils' learning. Live marking will be used to identify success against the learning objective and to highlight precise areas for improvement.

A consistent approach to highlighting will be used across the school:

- **Green highlighter** will identify effective practice and where the learning objective has been met
- **Orange highlighter** will identify areas for development, particularly within foundational skills

Post-Lesson Feedback

Where live marking is not possible, teachers will provide feedback after the lesson in a focused and purposeful way. Teachers will first read the work in full to understand pupils' strengths and misconceptions before providing feedback.

Feedback will:

- Highlight success using green highlighter
- Focus on **no more than three priority areas** for improvement

These priority areas will be selected from:

- Spelling
- Punctuation
- Handwriting

This ensures feedback is precise, manageable and aligned with pupils' next steps in learning.

Prioritisation of Errors

Teachers will prioritise errors using the school's progression maps to ensure that feedback is:

- Targeted to pupil need
- Developmentally appropriate

Foundational Skills – Orange Highlighter

Spelling Teachers will prioritise high-frequency and common exception words.

For example, where errors include *because, was, said, you, people*, priority will be given to correcting *you, said* and *was*, as these represent earlier stages of learning. See Progression Ladder to identify spellings to correct.

Punctuation Teachers will prioritise the teaching of foundational sentence demarcation in the following order:

- Capital letters
- Full stops
- Finger spaces

More complex punctuation (e.g. ?, !, inverted commas) will be addressed once these are secure. See Progression Ladder for Punctuation to identify punctuation to correct.

Handwriting- Handwriting feedback will focus on the next step within a clear progression:

- Letter formation (correct shape and orientation)
- Letters sitting on the line (consistent size and positioning)
- Spacing (clear gaps between words)
- Joins (accurate and fluent, where developmentally appropriate)

See Progression Ladder for Handwriting expectations.

Adaptive Feedback Approaches

Feedback will be adapted to meet the needs of pupils and to promote increasing independence. Teachers will use a range of strategies depending on the pupil's level of need, including:

- Highlighting errors within the text
- Indicating errors in the margin
- Providing clear prompts or instructions, for example:
 - *Correct the capital letters in the highlighted words*
 - *Find and correct the missing capital letters*

Pupil Response

Teachers will ensure that time is built into lessons for pupils to review and respond to feedback before the next lesson. This is a key part of the learning process.

Pupils are expected to:

- Respond to feedback promptly using **purple pen**
- Correct identified errors accurately
- Apply improvements in subsequent work, which may be identified at the top of the next page

This structured approach ensures that feedback is consistent, purposeful and clearly focused on improving outcomes for all pupils, while remaining manageable and impactful in practice.

Example

■ No comma before 'and'.
We saw birds, towers and trees.

Tuesday 16th June

LO: To write for enjoyment

Aa (P) , . ! ? ☑

In a year now the children learned how to new sounds.
In maths the children learned how to counted in threes.

(sp) At the beginning of the day the children sang three bags
and wrote up then there got a willow branch at a person.

(C) In RE the children read about giving doors. The
life story of a frog. Kashmir and poem. In photos
the children learn the suffixes ed er and ion.

In science the children grow sunflowers and about 1
m. and look for bugs. In geography the children
learn about Scotland and its flag.

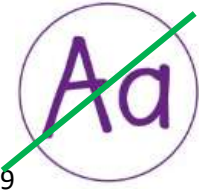
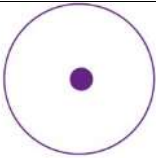
(Aa) In RE we learn about the Old Testament and
maths. In RE the children learn about the Ten Commandments
and the names. At the end of the day the children
got a willow branch and poem. They then got a willow
branch.

(sp) their

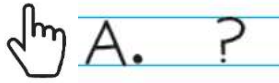
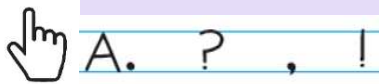
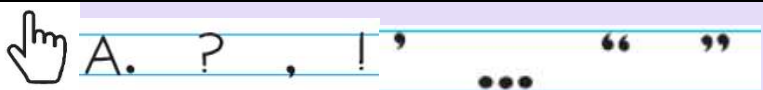
(hw) y y y

(Aa) God

Marking Codes

	Finger Spaces Needed
	Capital Letter missing
	Capital Letter not needed
	Missing Full Stop
	Missing Punctuation
	Handwriting
	Spelling incorrect

Progression in Foundational Skills

<u>Spelling</u>	Level 1	I, the, no, go, to, into
	Level 2	said says, he, me, we, is, was
	Level 3	she, be, you, my,
	Level 4	they, are, like, said, going, come, came, all, of
	Level 5	were, where, here, there, their, they're, one, once, Mr, Mrs, could, called, people
	Level 6	many, who, whole, would, should, because, again, sure, every, everybody, water, only, busy, pretty, beautiful, money, many,
<u>Punctuation</u>	Level 1	
	Level 2	
	Level 3	
	Level 4	
	Level 5	
<u>Handwriting</u>	Level 1	Forms ladder letters correctly (l, i, u, t, j, y) Forms one armed robot letters correctly (n, m, n, h, k, b, p, r) Forms curly caterpillar letters correctly (c, a, d, g, e, s, f, q, o) Forms zig zag letters correctly (b, w, x, z)
	Level 2	Forms capital letters correctly Letters sit on the line
	Level 3	Ascenders are taller than other letters Descenders go below the line
	Level 4	All letters are correctly sized in relation to one another Capital letters are relative to lower case letters
	Level 5	Forms hill joins correctly (ai, in, ed, ac, as, ig, ar, an, aw) Forms rollercoaster joins correctly (il, if, ef, it, ck, ch) Forms bridge joins correctly (og, wa, wo, on, om, ow) Forms step joins correctly (ob, of, wl, rl, ob, ol) Forms loop joins correctly (j, y, g, f) Forms break joins correctly (q, z, x)

ILP Target Stickers for children with SEND

Expected Use

Teachers will:

- Use ILP target stickers to identify the specific writing targets taken directly from the pupil's Individual Learning Plan
- Apply this approach where pupils are working towards personalised outcomes, rather than age-related expectations
- Highlight evidence of success using green highlighter, indicating that the ILP writing target has been achieved within that piece of work

Example

ILP target stickers are stuck at the top of each relevant piece of work, in the same visible position

Targets reflect personalised writing outcomes, for example:

- To use finger spaces between words
- To use the Phase 3 sound 'ai' and 'ee' in my writing
- To use the conjunction and but and so to join my sentences together

During marking, when a target has been met within that lesson or piece of work, evidence is highlighted in green. Green highlighting indicates achievement of the target, not effort or partial success.

Example: ILP Target Sticker

ILP Writing Target

- ☒ Use finger spaces between words
- ☐ To use the Phase 3 sound 'ai' and 'ee' in my writing
- ☐ To use the conjunction and but and so to join my sentences together

Marking Frequency

- Teachers will mark against identified targets (including learning objectives, ILP writing targets or agreed success criteria)
- Marking will prioritise impact over quantity, identifying key moments for feedback rather than repeated correction.

Pupil Response and Self-Editing

- Following teacher feedback, staff will select a specific section of the pupil's work for the pupil to revisit and improve.
- Pupils will respond to feedback through self-editing in purple pen, demonstrating how they have acted on advice given.