



Start children off on the way they should go, and even when they are old they will not turn from it.”

Proverbs 22:6

MARKING & FEEDBACK POLICY

Adopted	Autumn Term 2026
Committee	Standards
Review Date	Autumn Term 2028

We are a Christian school where quality and opportunities make a difference. We value all children as unique ‘Children of God’ and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through...

‘Learning, loving, laughing in the light of Jesus’.

1. PURPOSE:

The purpose of this policy is to ensure that there is positive feedback on children's learning, and that teachers' time is used well to produce this feedback. Research makes it clear: Formative assessment, consisting of lots of feedback and opportunities to use that feedback, enhances performance and achievement. John Hattie (2008), using decades of research, revealed that feedback was among the most powerful influences on achievement.

2. AIMS:

- ✓ To provide a consistent approach to how feedback is given
- ✓ To provide guidance to enable pupils to improve the quality of their learning and their own personal development.
- ✓ To give the pupils opportunities to comment on their own learning during the lesson and respond to teachers' comments.

3. FEEDBACK:

Feedback can be given either verbally or in the written form with children. Feedback can be given from teachers, TAs and peers. The only thing that matters is the quality of the feedback to the children in order that it has an impact on a child's attitude to learning and the progress that they make towards their learning goal.

English and mathematics work should be marked on the day that the children complete the learning in order that it has the maximum impact. Peer assessment should only be used when the children can confidently assess another child's piece of learning and the quantity of peer assessment will increase throughout the school.

Where possible, children should be given time to reflect on written feedback at the beginning of the next lesson or during 'fix it' time. This allows them to action the feedback before new learning starts.

The purposes of responding to work:

1. To provide information about how they are progressing towards their learning goal and what their next steps should be.
2. To help pupils reflect upon the standards expected of them.
3. To focus pupils' attention on the objectives of the lesson or activity.
4. To acknowledge pupils' efforts and achievement.
5. To correct any errors or misconceptions.
6. To provide constructive advice as to how they might improve their work.
7. To set benchmarks for future performance.
8. To provide information to teachers about pupils' progress.
9. To give an indication of pupils' attainment.
10. To provide feedback about the effectiveness of the learning and to help the teacher plan the next stage of learning.

Key principles in giving effective feedback:

- ✓ Feedback is goal referenced
- ✓ Feedback is tangible and transparent
- ✓ Feedback is actionable – (It can be ‘fixed’)
- ✓ Feedback is user friendly
- ✓ Feedback is timely
- ✓ Feedback is ongoing
- ✓ Feedback is consistent
- ✓ Feedback indicates progress towards a target
- ✓ There should be occasions when it is appropriate for pupils to mark their own or each other's work, particularly in Key Stage 2. An example of this is when they use success checklists in Literacy and Key Skills. Children should be trained to do this effectively.

4. KEY STRATEGIES FOR RESPONDING TO CHILDREN’S LEARNING:

General marking strategies:

- ✓ All marking by the teacher should be completed in a green pen
- ✓ All marking by pupils should be completed in a blue pen
- ✓ All responses to feedback should be written in blue pen
- ✓ Marking symbols should be used to feedback to children as in Appendix 1
- ✓ Marking stickers should be used as appropriate to celebrate children’s learning, to support & extend as in Appendix 2.

Verbal Feedback:

Verbal feedback can be highly effective in praising and motivating children to make progress. This can even be the case when children have got it ‘wrong’ and need to be given further teaching and support. Verbal feedback can be given to individuals, groups, and as part of the whole class teaching which takes place at the beginning and plenary of lessons. It should be used positively with an emphasis on linking previous learning to current learning and learning intended for the future. Where and when appropriate adults/children record the verbal feedback that they receive using the symbols or stickers in Appendix 1/2.

English marking & feedback:

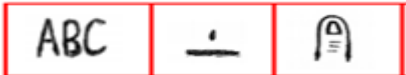
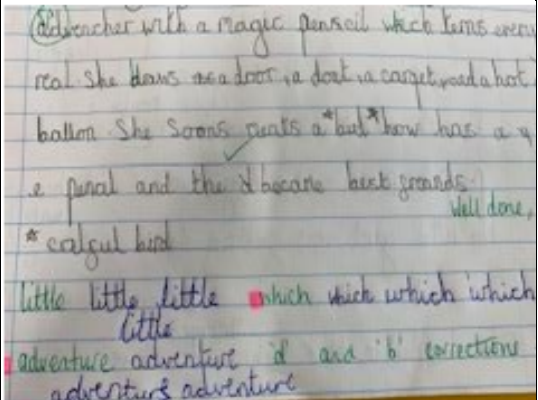
Effective marking and feedback in the context of writing is an important component of nurturing and developing young writers. Our approach not only points out areas for improvement but also celebrates the strengths of each pupils’ writing. When completing an extended piece of writing, the purpose and audience of the piece of writing should be explicit and PTW keys should be used. In Year 6, pupils are encouraged to generate their own success criteria based on modelled examples. Marking should be based on how well pupils have met the PTW keys. Pupils are encouraged to engage actively in the feedback process, in order to promote the ownership of their writing journey and to help them to take pride in the achievements.

Green and Pink highlighting:

Extended written work is marked by highlighting words, phrases, sentences or punctuation:

Green (for SEEN) is used to celebrate what has been done well and should relate to the success criteria, pupils' personal targets or in response to acknowledge that progress over time is evident.

Pink (for THINK) highlighting is a target for improvement or shows an error which has been made. Next steps will be given if necessary using the next steps symbol shown in Appendix 1.

EYFS	In EYFS, we do not necessary use success criteria as expectations of the task will be discussed verbally with the children. A verbal feedback sticker is to be included at the end of a piece of work to record any feedback or discussions. See Appendix 1.	
Y1-2	Staff and children use visual symbols as their success criteria within extended writing, which will be displayed at the beginning of the work. Work will be marked against writing criteria. Symbols used are shown in Appendix 1. Where appropriate, children edit their writing using blue pen.	
Y3-6	Staff and children use PTW keys. This is specific to the text type and includes relevant grammatical features which have been taught. Where work has been highlighted in pink, children are to edit in blue pen. If pink marking refers to a word or short sentence/phrase, this should be edited in blue pen within the main body of the text. Pupils are encouraged to 'write a line/miss a line' for extended texts which allows them space to edit their own writing. Final assessed writes (writeaways) will be completed in a separate assessment book. If errors indicate a lack of understanding or misconception, a targeted intervention delivered to either an individual pupil, group or whole class will be delivered.	
EYFS – Y6	Marking of Spellings Spellings should be identified if they have been taught previously or are a non-negotiable for your year group. There will be a maximum of 3 spellings to correct in each piece and these should be written out 3 times at the end of the piece. When marking incorrect spellings, consideration should be given to the children who have additional or specific needs.	

Foundation subjects marking of Writing

When completing pieces of extended writing within History, Geography, Science and RE, pink and green highlighting can be used to celebrate success and address misconceptions.

Maths marking & feedback:

In this policy, 'marking' in maths is taken to mean the process whereby a teacher looks at pupils' work, examines it for errors, misconceptions and/or conceptual and procedural fluency, and then responds in some way, either in writing, speech or action.

Research (Black et al 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built-in to lesson design.

In primary mathematics they require:

- ✓ well-structured classroom activities (involving conceptual and procedural variation and intelligent practice);
- ✓ regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding;
- ✓ interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

Research also shows that pupils benefit from undertaking appropriate written work outside of lessons. Teachers' marking of this work can provide extra feedback to support pupils' learning. However, **the most important activity for teachers is the teaching itself supported by the design and preparation of lessons.**

Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in excessive workload for teachers.

Error or Misconception?

When marking, it is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding as these need addressing in different ways:

- ✓ For slips, the teacher should simply indicate using a green dot to show that an error has been made and that the pupil needs to correct their mistake. These corrections should be done by the pupil in blue pen to make it clear that the work has been edited.

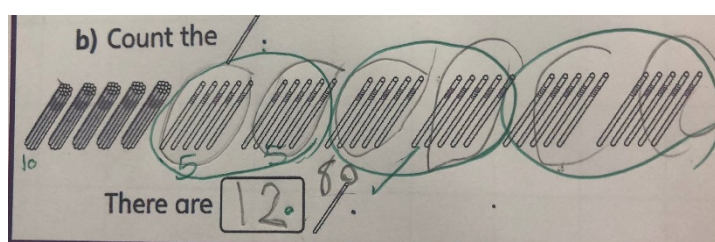
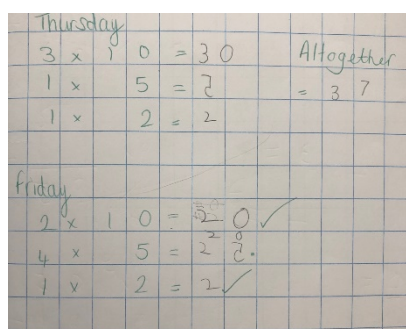
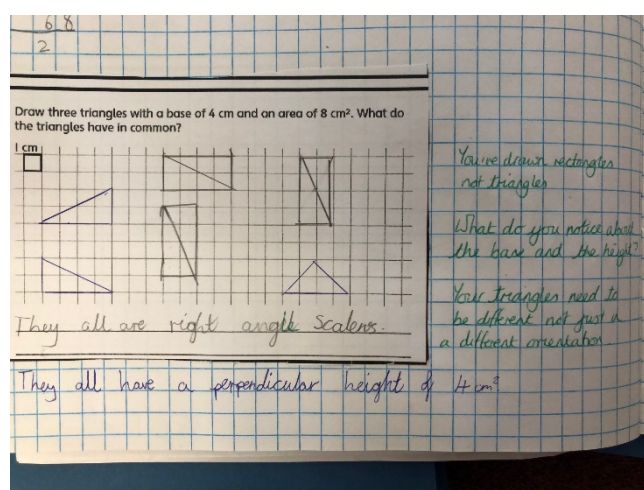
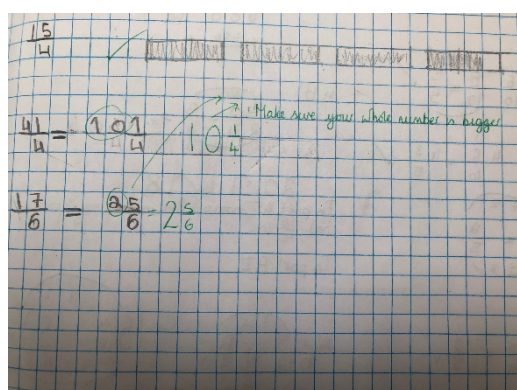


- ✓ If errors demonstrate lack of understanding, the teacher may need to take alternative courses of action. This could involve working with a small number of pupils to deliver an intervention before the next lesson in order for children to be able to access the learning in the next lesson. Again, a

'green dot' is used to indicate the error but a teacher uses their professional judgement to plan the next steps. Where misconceptions occur, the pupil will benefit from verbal feedback and modelling. This work should be completed at the back of the book (not on whiteboards).

Teachers should use a **green** pen to mark. Where pupils mark their own work, a blue pen should be used. Teachers should use their discretion to know which children in the lesson have grasped the concept sufficiently to be able to self-mark. Most marking should take place during the lesson in the form of 'live marking' by both the class teacher and the teaching assistant. However, there may be occasions during a lesson where a group of children are identified as needing intervention within the lesson and this intervention, where possible, should be delivered by the class teacher while the teaching assistant continues to 'live mark' and monitor the progress of the rest of the group.

Where necessary, teachers should model questions and/or answers as a method of supporting pupils e.g.



Pupils should be made aware of the key learning objectives for each unit of work. These can be found at the back of the Power Maths pupil workbooks and pupils should self-assess against these at the end of the unit. An end of unit check is completed and enables teachers to monitor pupils' progress. Where progress is secure, no further evidence is necessary. Where an individual pupil's progress is a concern, then more detailed monitoring and further recording in their blue 'arithmetic' book would be required.

Teachers are not expected to write 'next-steps' or 'targets' in pupils' books as the next lesson should be designed to take account of these next steps.

5. FUTURE PLANNING

Marking and feedback should be effective in informing future planning. Effective marking and feedback should allow staff and pupils to recognise when concepts have been mastered and when pupils are ready to be challenged further. In contrast, marking should also highlight any difficulties that a child may be experiencing, particularly where misconceptions are evident and these should be addressed accordingly.

6. MARKING NOTATION

All staff and pupils should be made fully aware of notations used and their meaning. (Appendix 1)

7. REWARDS

We understand the importance of motivations and recognition in enhancing the learning journey. As part of our approach, rewards are used to celebrate both effort, improvement and academic achievements. These rewards take various forms such as Power Points, stickers, verbal praise and recognition during our 'Values Celebration'. Rewards not only help pupils to build their self-esteem but they also instil a sense of pride in their accomplishments and help to create a supportive and motivating learning environment that promotes continuous improvement and a love for learning.

8. COMMUNICATING INFORMATION TO PARENTS AND CARERS

Parents and carers should be informed of all marking strategies used and the meaning of marking notation.

Parents and carers will have access to view pupils work during specified parents' evenings throughout the academic year.

Parents and carers have an opportunity to make comments through the reading and homework diaries.

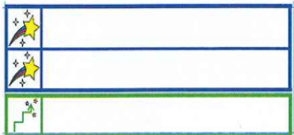
9. IPAD PROJECT

Where work is marked on Ipads, staff are free to use symbols shown in Appendix 2, although this is not compulsory as staff may use alternative methods. In addition to symbols, feedback and marking may include voice notes, screen cast models, live feedback through conversation and anything else deemed appropriate.

10. MONITORING AND EVALUATION

This policy will be reviewed annually to assess its effectiveness and make necessary adjustments. Feedback from pupils, parents and other stakeholders will be considered in this process.

Appendix 1 – Marking Notations which could be used

	A next step or a challenge has been given (where a next step is set, children should be given time to respond)		
ABC	Capital letters		Finger spaces
	Full-stops		Phonics
	Write on the line		Handwriting
	"Green for seen"		"Pink for think" (A blue-pen response is required)
	"Fix-it" symbol - the child needs to check and try something again (A blue-pen response is required).		
	Incorrect answer (Teacher to use professional judgement to decide if this is an error that the child can complete independently or a misconception which requires intervention)		
	A discussion has taken place between the child and teacher		
	The child has worked independently		
	The child has received some support		
	The child has been guided heavily with little or no independence		
	To be used primarily in Reception – Year 2. These stickers will be used as and when required. They indicate that a discussion has taken place between teacher and child, where a child fully understands their successes and next steps. This may need a blue-pen response as required.		
	These stickers can be used as and when required in any subject either by the teacher or pupil. Successes can be celebrated next to stars and next steps added. This may require a blue-pen response.		

Appendix 2 - 1:1 iPad feedback

Children may upload some completed work to their Showbie account. Where appropriate, feedback will be given in the forms of voice notes, emojis, traditional pink and green highlighting etc. to show good work and highlight areas for improvement.

English and foundation subjects

Ipap symbols which may be used when marking

 Green – for 'seen'

 Pink – for 'think'

Grading symbols:

 Capital letters

 Full stops

 Finger spaces

 Punctuation

 spelling error identified

 Description

 Handwriting

 Pink for think

 Green for seen

 Next steps

★ ★  two stars and wish sticker to end extended write

Maths

 Pink for think

 Green for seen

 Correction fixed independently

 Correction fixed with intervention

General

 Verbal feedback included

 Independent work

 Support – some support received

 support+ – heavily guided with little or no independence

 Upload/re u upload work online