Christ Church CoE Primary School

School Policy Document

MARKING & FEEDBACK POLICY

Date reviewed by SLT	September 2025
Date Approved by Full Governing Body	Autumn 2025
Date of Next Review	Summer 2027

Christ Church CoE Primary School

MARKING & FEEDBACK POLICY

This policy was formulated to meet the requirements of the Equality Act 2010.

The Governing Body recognises its legal responsibilities under the Equality Act 2010. This policy will ensure equality and fairness regardless of race, sex (gender), sexual orientation, religion or belief, gender re-assignment, pregnancy and maternity, marriage and civil partnership, disability or age.

Agreed Principles

This policy is intended to ensure consistency with marking & feedback across our school. This does not mean that marking and feedback will look the same in every class, as it should be appropriate to the age / ability of the children.

Marking and feedback should **enhance pupil learning** through:

- Providing feedback on what has been achieved so far; *and*
- Informing the child what they need to do to improve and progress

- Marking (written) and feedback (verbal) form one part of effective *Assessment for Learning*.
- Children need to be clear of the **Learning Objectives** and **Steps to Success** for what they are doing; marking and feedback should link directly to these in order for it to be meaningful.
- Children should understand the success criteria being used by the teacher; they should '*know what a good one looks like*' (the WAGOLL) for the work/activity they are completing.
- *'Next steps'* might be in the form of a further task, question, reminder, scaffold or example.
- Opportunity is given for children to review previous learning and re-visit skills if required.

A variety of approaches for marking / feedback are used at Christ Church.

These include:

- *1:1 or group discussion with the teacher;*
- *whole-class plenaries (or mini-plenaries / pit-stops within lessons);*
- *pupil self-marking and assessment;*
- *written feedback by the teacher or teaching assistant*

Written feedback by the teacher may look different in different phases (e.g. EYFS, KS1, KS2) as the marking has to be appropriate to the age of the child.

We recognise that immediate 'live' verbal feedback and marking is the most effective and meaningful type of feedback to primary school aged children. If feedback is given at the point of learning, misconceptions can be addressed and praise or challenge can be given immediately. Ofsted recognised that teachers are not required to indicate when verbal feedback has been given as this is considered part of high quality first teaching.

All staff marking will be done in **green pen**.

- Green will be used to indicate when the LO has been met (using a green highlighter underline or a green pen tick).
- Arrows can be used to indicate next steps to further or consolidate leaning *(this may include rehearsal of a skill e.g. spelling, letter formation, number fluency)*. This means that any help / support given to a child during a lesson can be clearly seen in the child's book.

Children will be given the opportunity to improve, edit and self-assess their learning against the success criteria in a **purple pencil or pen**. This will be introduced when staff feels it is appropriate for their cohort and should be regularly used in KS2.

General Marking

In KS1 & KS2 the children have *Learning Objectives* (LO) and *Steps to Success* or 'Sticky Knowledge' (SK) printed at the top of their work, along with the date. They are able to self-assess against these at the end of a lesson. The teacher may tick or highlight these to show what a child has achieved in a lesson. In some cases, it is entirely appropriate for this to be the only evidence of marking / feedback on a piece of work.

See example below:

Tuesday 19th September 2023
LO: Know that fronted adverbials must end with a comma.

Skills progression	What do I think, I have learnt today?
Know fronted adverbials are placed at the beginning of a sentence to add detail to a sentence.	
Recognise fronted adverbials within a text.	
Use fronted adverbials including a comma to add detail and description.	

Some pieces of work will have detailed 'tick & arrow' marking.

✓	Followed by positive comment relating to the LO/SC or attitude to learning
→	Followed by the child's next step / how they can improve their work OR a question to answer / activity to complete

Sometimes it is appropriate to acknowledge a child's work (e.g. with a smiley face, stamper or sticker). This is because we believe that all children need their hard work celebrated.

Teaching Assistants, trainee teachers/TAs and supply teachers will be asked to initial children's work which they have supported with and / or marked. This makes it clear to the class teacher when support has been provided.

Maths Marking Codes

✓	**Correct answer (green)**
→	**Incorrect answer** ***(child needs to correct / try again in green/orange)***

Where possible, teachers will provide opportunities for children to mark their own maths work, if appropriate to their age / stage. This, plus any corrections by the child, will be done in purple pencil or pen.

We acknowledge that the 'next step' in maths is usually to address a misconception / error in their work or to apply a method / skill in a context (e.g. word problem). Often the next step is addressed in the next lesson that the teacher plans or through additional catch-up teaching.

'Stem-sentences' will be used to scaffold children's reasoning responses.

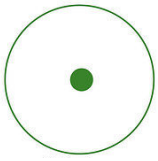
Writing Marking Codes

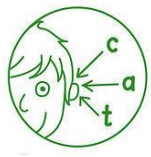
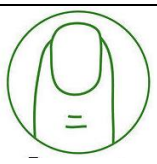
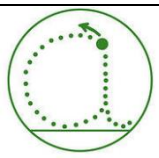
Class Teachers will decide which pieces of work they will detail mark to support children in improving their writing. A 'hot write' will have at least one paragraph marked in detail to provide the child with a good example of up-levelling and editing their writing with the expectation that they will improve the writing as modelled.

In EYFS and KS1 we use 'The Pedagogs' symbols to show children what they need to remember in their writing (e.g. non-negotiables and / or success criteria).

These are simple visual prompts that all children can understand.

These include:

				
Capital letters	Full Stops	Punctuation	Adjectives	Conjunctions

			
Sound it out	Finger Space	Letter formation	Pencil hold

KS2 Writing Marking Symbols

In KS2, we start to use further visual prompts to help children remember the key features they need in their writing. Teachers might also use the following signs when completing detailed marking:

⬭	Missed Punctuation *(circle where it should be)*
^	Missing Word
//	New Paragraph
sp _____	Spelling error (correct spelling will be written in margin)

SPELLINGS - Teachers will not correct all spelling errors. Teachers will only select important key words or new vocabulary that they think is useful. Spellings can be practised in purple.

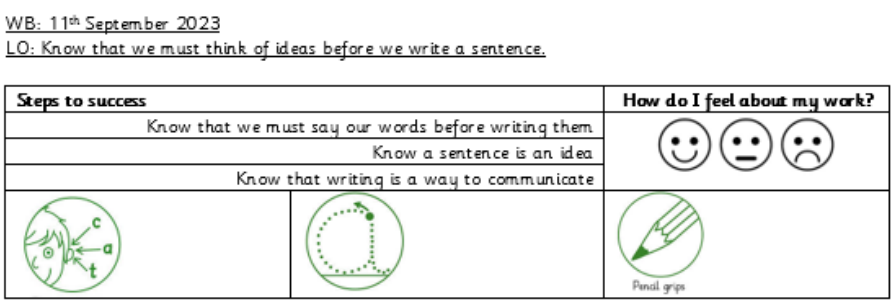
MARKING & STAFF WORK-LOAD

Teachers are not expected to detail mark an entire piece of extended writing using these codes, as this can be extremely disheartening for pupils and is not necessary. Once the opening section or first paragraph has been marked, older children can use their purple pen to edit their own work if there is a particular issue that they need to address.

Pupil Self-Assessment

- Once children have finished their activity, they will be given time to use their purple pen or pencil to check, edit and improve their work, as appropriate.
- In KS1 & KS2, children use a printed smiley-face or tick-list (provided at the top of their work with the date and Learning objective) to reflect on how well they have met the learning objective / success criteria for an activity.
- Older children might also use a tick and arrow to write a comment about what they feel they have done well and what they need to remember / want help with next time. A teacher may respond to this self-assessment when marking children's work after a lesson.

EXAMPLES: Key Stage 1 & 2 Headers


WB: 11th September 2023
LO: Know that we must think of ideas before we write a sentence.

Steps to success	How do I feel about my work?
Know that we must say our words before writing them	
Know a sentence is an idea	
Know that writing is a way to communicate	

Tuesday 19th September 2023

LO: Know that fronted adverbials must end with a comma.

Skills progression	**What do I think, I have learnt today?**
Know fronted adverbials are placed at the beginning of a sentence to add detail to a sentence.	
Recognise fronted adverbials within a text.	
Use fronted adverbials including a comma to add detail and description.	

EXAMPLES: Non-core Subject Header

Tuesday 19th September 2023

LO: Know that History happened in the past?

Sticky Knowledge - London, the capital city of England, set of fire on September 2nd in 1666.

Skills progression	**How do I feel about my work today?**
Year 1 - Begin to identify and recount some details from the past using different sources.	
Year 2 - Use information to describe the past and compare and contrast the differences between different time periods.	

Tuesday 19th September 2023

LO: Know that History happened in the past?

Sticky Knowledge - London, the capital city of England, set of fire on September 2nd in 1666.

Skills progression	**What do I think, I have learnt today?**
Year 3 - Begin to identify and recount some details from the past using different sources.	
Year 4 - Use information to describe the past and compare and contrast the differences between different time periods.	