



Marking and Feedback Policy

Reviewed November 2024

What is the purpose of the policy?

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking and feedback policy?

Marking and feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps and evaluate how well the learning task has been understood. It is our aim that marking and feedback should be productive, purposeful and appropriate. It is designed to meet the needs of the pupils whilst also recognising workload.

What are the principles that guide the school's approach to marking and feedback?

Effective marking and feedback should:

- ✓ Assess and monitor learning;
- ✓ Inform future planning, teaching and learning;
- ✓ Relate to the learning intention / curricular targets and comment on previous attainment;
- ✓ Involve all adults working with the children in the classroom;
- ✓ Recognise and reward pupil achievement and promote progress and steps to success;
- ✓ Help children to value their work and promote high self-esteem;
- ✓ Provide evidence of effective assessment and progress over time.

How do we mark children's work?

We aim to mark children's work on that day it has been completed, however we recognise this is not always possible. If the work is completed as part of a guided group with the teacher/teaching assistant, then this should be noted at the bottom of the piece.

There are a number of ways in which feedback can be given and each has its place in the classroom to promote effective assessment opportunities and ensure pupil progress.

Verbal Feedback

This is the most regular, immediate and interactive form of feedback and can be direct (targeted at individuals) or indirect (the whole class can listen and reflect on what is said). Staff will make the most of all opportunities to provide focused and concise verbal feedback during lessons, in order to help pupils take the next steps in their learning.

Written Feedback

At Lakes Primary School we aim to ensure that all children have their work marked in such a way that it will lead to improved learning, self-confidence and self-esteem whilst also providing opportunities for assessment. In English, staff will use whole class feedback during the planning and drafting cycles and then written feedback once their piece is in their published books. Marking should be clear, focused and concise. Pupils will be given opportunities to respond to their feedback.

Self and Peer Assessment

Regular opportunities for self and peer assessment will be planned into learning, where children will be given the opportunity to reflect on the success of their own work, and the work of others, measuring this against the WALT/WILF of the lesson. This is not meant to replace the feedback and marking of the teacher but it is an important tool for developing independent learners who are able to take ownership of their own progress. Self and peer assessment opportunities will be modelled to children and staff will develop creative opportunities for their use. In Maths, children will mark their own 5-a-day but the class teacher will keep an overview of progress and identifying any patterns/gaps in learning.

Guidance for marking

- ✓ All pieces of work should be dated and, where appropriate, will include a title
- ✓ If an adult other than the teacher has marked the work, this will be clearly indicated
- ✓ Marking should link clearly to the lesson WALT/WILF using a stamp or written feedback
- ✓ Where appropriate evidence is seen, reference will be made to pupils meeting their individual targets
- ✓ Marking needs to be appropriate to the age and ability of the child- Verbal feedback will be given for all EYFS pieces of work as they work with an adult to do this and need oral feedback to understand how to develop their text so VF does not need to be stated. A brief note for the teachers reference may be made. E.g Recognises 1-6.
- ✓ Children should edit their work using a 'purple polishing pen' so it is clear where the child has made independent changes
- ✓ The number and variety of corrections will depend on the activity as well as on the ability of the individual


- ✓ Writing assessment criteria will be used for application of skills and a record kept for staff use using the objectives linking to the National Curriculum from the Trust for the key stage the child is working within.

Guidance for the marking of 5 a day

- ✓ The majority of feedback with regards to 5 a day will be verbal, on the spot feedback, given during the session whilst working and during the class marking process
- ✓ In books, all pieces of work will be dated
- ✓ These books will be marked periodically with some positive comments/areas for development recorded
- ✓ Children will self-mark and complete their 5-a-day grid at the front of their books

Marking Codes

Written Work

Code	Meaning	Where?
sp	Spelling Mistake	sp to be written next to the word spelt incorrectly.
P	Punctuation omitted or a punctuation error	P in the margin ____ used, as appropriate, to show where the punctuation is missing within the piece of work
.	Full stop	In the margin (EYFS / KS1 as appropriate)
CL	Capital Letter omitted or misplaced	CL will be written in the margin and the incorrect letter will be circled.
^	Missing Word	^ used where the word is missing within a sentence - e.g. The cat ^ on the mat.
	find a better word or change the word that has been used	The word that needs changing will be circled.
()x	Mistake	Brackets and a cross above the word will be used around the word/group of words. Year 5 / 6 to edit in another colour
VF	Verbal Feedback	Somewhere on the piece of work, if this is something the child can then act upon as they

		continue the piece of work. E.g To remember to add in adjective.
//	New paragraph	Wherever a new paragraph is needed.
Abbreviations used:	GW- Guided work TS- Teacher support TAS- Teaching Assistant support DS- Dictated sentences DW- Dictated words IW – Independent work	

Children will be given opportunities to edit their work and they should do this with a greater degree of independence as they move through school. Children should be encouraged to:

- ✓ Make their corrections independently in the first instance
- ✓ Utilise appropriate classroom resources to support them in editing their work
- ✓ Seek support from peers on their table
- ✓ Seek support from a member of staff

Marking work in Mathematics and the Foundation Subjects

Small ticks will be used where appropriate to show correct answers and a dot will be used to indicate where work needs looking at. Written feedback to be recorded, objective met and melting pot.

Where possible children will self-mark where appropriate with small ticks in purple pen with corrections for incorrect calculations.

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To be reviewed September 2026