

# Stocks Lane Primary School

## Marking and Feedback Policy



Review Date  
October 2026

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## MARKING AND FEEDBACK POLICY

### **Introduction**

Marking complements and assists teaching and learning. It serves as a tool for assessing individual progress and school performance. Marking should be utilized as a diagnostic tool to inform children and staff of the next steps needed in the pupils' learning to improve their work. The school policy will provide standardization and consistency of practices throughout the school. The implementation of the policy is the responsibility of all staff.

### **The nature of marking in the Early Years Foundation Stage:**

Due to the nature of the curriculum in the EYFS and the age and developmental stages of the children, there are a variety of methods that are used to inform pupils and other stakeholders of the children's progression in learning, along with their next steps. Marking and assessments take the form of longer formal observations and shorter informal observations which are recorded by hand or using the Early Essence ICT package. Statements from the EYFS profile are stuck into pupils' books and highlighted when achieved. Direct feedback to pupils about their work takes the form of positive verbal feedback, where the child will have the chance to respond to it immediately. Speech bubbles are completed by staff when pupils respond verbally and are stuck into books to complete the marking and feedback cycle.

### **The nature of marking in Key Stages One and Two:**

Marking is informative using simple codes and more detailed marking is given verbally. However, all work is acknowledged by a simple tick.

Marking may be completed by the teacher or teaching assistant:

- To indicate achievement in relation to the learning objective or the success criteria
- To show children how they can improve their work
- To enhance the child's self-esteem through positive feedback
- To aid teacher assessment

In order to support the moderation process using independent editing, after the Autumn Term in Years 2 and 6, all marking codes must be at the bottom of the page underneath the work as opposed to throughout the writing.

Marking can be completed by the children (self or peer marking):

- To encourage independent learning through self-checking
- To edit and up level pieces of work
- To be more critical in their approach to their work
- To aid teacher assessment

### **Entitlement**

The implementation of a positive marking policy will assist in the assessment of each child's work and the delivery of the National Curriculum

## **Practices and Procedures**

### **Marking undertaken by the teacher**

Marking codes (see Appendix 1) are used to inform pupils about minor errors in their written work. Teachers also complete a 'Lesson Marking Sheet' pro-forma (see Appendix 2) and allocate a number to the piece of work to inform pupils of their next steps, before ticking to acknowledge that it has been read. Detailed feedback is then delivered through a dialogic discussion with the pupil or pupils at the start of the next lesson in order for pupils to correct these errors or to edit and improve their work in more detail. Where necessary, the pupil will move onto a challenge or be further supported by the teacher or teaching assistant to immediately address the misconception, thus aiding the continuity of the pupils' learning process.

Marking serves as a permanent record for the child, teacher and parent and outside agencies, when required.

### **Written**

All teachers mark in green pens. Pupils respond to the marking using a red pencil or red pen for revising smaller errors or classroom pencils or black handwriting pens (if the child has achieved their licence) for redrafting larger portions of work.

Written marking takes the form of the marking codes, ticks and a number system. Codes are introduced towards the end of the Foundation Stage and are developed as children progress through the school.

### **Corrections**

Not every mistake will be corrected. To correct everything (particularly spelling mistakes) can be seen as counterproductive to a child's motivation; particularly if the child has SEND.

The point of teacher written corrections is to point out to children their mistakes so that they can learn from that correction, particularly with spellings. For re-draft and/ or display purposes children's work may be copied out, spell-checked and amended to produce a 'polished piece'.

The marking of written work will vary with the development of the child and the use of marking codes and verbal feedback will reduce the amount of written feedback in books. As children develop, they are encouraged to become more independent learners and use check lists (success criteria), their Writer's Toolkits and other classroom resources to enable them edit as they work. Independent writers will draft and self-check their work for the teacher to mark.

### **Giving children the time to make improvements**

Marking is only productive, and children can only learn from it when they are given time to respond to the teacher's comments (verbal or written) and make further necessary improvements to their work within a short turn-around period. Time is given in the next lesson for children to review their work in light of the verbal feedback and marking codes, either with the teacher, a teaching assistant or with a learning/ talk partner.

### **Recognition of Achievement**

Children are encouraged to celebrate one another's achievements within class groups (using the visualizer / Ipad and peer discussions) and within special assemblies. Children are commended with

'Star of the Week' in our weekly celebration assembly. Achievement is also recognized by sending the child to the Headteacher or to other teachers for praise and work may be displayed on the 'Delighting with Our Writing' displays around school.

### **Marking undertaken by the pupil**

#### **Verbal**

Through discussion either with another pupil or an adult the child is able to amend, correct or enhance their work. Children are encouraged to read their work aloud, either to themselves or to talk partners in order to make improvements.

#### **Written**

This varies with the development and the ability of the child. Young and less able children would not be expected necessarily to re-write all of their work. Independent writers will draft and self-check their work for the teacher to mark. The use of checklists, Toolkits, classroom resources and success criteria are used to support the child in identifying areas where improvements can be made. Any relevant mistakes not identified by the child will be highlighted by the teacher so that further corrections or improvements may be made.

#### **Self and peer assessment**

In order to further develop children's independent working skills and become reflective and critical thinkers, children may be asked to self-assess through using the familiar symbols and the number system on their work in order for the teacher to assess their level of understanding in a particular topic. Pupils may also assess their peer's work and give verbal or written feedback. They will always be mindful of respecting others' work and being a supportive critical friend.

#### **Assessment**

Marking forms an integral part of the assessment of all subjects within the National Curriculum - see Assessment Policy.

Headteacher.....

Chair of Governors.....

Reviewed: October 2024

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Writing Marking Codes

Our Writing Marking Code	
✓	Correct
X	Think again
<u>and</u>	Delete
?	Meaning is unclear
NP	New paragraph
^	Missing word
<u>siad</u>	Spelling mistake
○	Punctuation error
I	Independent work
S↑	Lots of adult support
S↓	Some adult support

Maths Marking Codes

Our Maths Marking Code	
✓	Correct
X	Think again
<u>and</u>	Delete
?	Meaning is unclear
<u>tryangle</u>	Spelling mistake
I	Independent work
R	Additional resources used E.g 100 square, number line
S↑	Lots of adult support
S↓	Some adult support
SM	Self Marked

Pupil Self-Evaluation Codes

Our Marking Code

1. I am ready for a challenge! 
2. I can check and correct before my challenge. 
3. I can use 3B4ME to correct before I move on. 
4. I need some help from an adult. 

**Stocks Lane Lesson Marking Sheet**

Lesson Title: ..... Date: .....

Work and Praise to give to:		1. These pupils need a challenge:
Presentation in books: +ve	-ve	2. Small errors to be corrected independently:
Notes for next lesson:		3. These children need support/ an additional input at start of next lesson:
Outline of the intervention to deal with misconception:		4. These pupils need an immediate intervention for misconception:
Other:		