

MARKING AND FEEDBACK POLICY



Review Details:

Next review due:	October 2027
Committee responsible:	Staffing and Curriculum Committee
Document location	Teachers Shared J:Drive - Policies

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Marking and Attendance Policy	DATE:	01.10.26
EIA CARRIED OUT BY:	S Pavey	EIA APPROVED BY:	R Brine

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment (transsexual)		X
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and		X

asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Sex (male, female)		X
Sexual orientation (gay, lesbian, bisexual, transgender; actual or perceived)		X

Marking and Feedback Policy (See also Assessment Policy)

‘The mistake I made was seeing feedback as something teachers provided to students. I discovered that feedback is most powerful when it is from the student to the teacher. What they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronised and powerful. Feedback to teachers makes learning visible.’
Hattie, J (2011)

‘The widespread practice of teachers giving individual and unique written tips and targets to every child in a class after every piece of work is a bad use of time. The time would be better spent on lesson planning.’
NCETM (2016)

1 Introduction

1.1 With this research in mind, North Road Primary School adheres to the following policy. Marking and feedback should not only inform the teacher as to children’s progress but also enable children to know what they need to do to improve their work. We believe that children should be involved in assessment and marking of their own work.

2 Objectives

2.1 We see that the purpose of marking and feedback is to:

- Inform the teacher of a child’s progress and needs for future planning;
- Provide feedback to a child about their current work;
- Demonstrate the value of a child’s work;
- Allow for self assessment, where the child can recognise their difficulties and mistakes and encourage them to accept help and guidance from others;
- Enable children to understand what they need to do to improve.

2.2 All teachers will endeavour to make their marking and feedback effective and consistent by:

- Ensuring that all work has a clear Learning Focus (LF);
- Writing comments that relate to the LF, children's targets or the success criteria when the written comment will further the learning;
- Using different types of prompts to illustrate ways to improve;
- Providing regular time for children to edit and improve their work;
- Providing regular time to respond to marking and feedback and make corrections or improvements if a written comment has been made;
- Use self and peer assessment strategies to evaluate work.

3 Guidelines – General Marking

3.1 At North Road Primary School we believe that time needs to be spent reviewing children's work and then adapting plans in light of this feedback to ensure that we meet the children's needs. All pieces of work will be acknowledged using agreed codes and colours. General marking will include the following:

- **Dots** – every child self assesses their work by putting a small dot next to the LF; Pink to show they have not understood, Orange to show they think they have understood and green to show that they have understood. They support this self-assessment by placing their work in boxes which are the same colour as the dot (POG box). Teachers then highlight the LF using the same colours to indicate how they believe the child has achieved in their learning. If the teacher has highlighted pink or orange, there must be a follow up comment/challenge to consolidate the child's learning. At times, this will be in the form of a verbal comment (should be no more than a few words.)
- **Ticks and dots**– particularly in numeracy;
- **Symbols** – as indicated at the end of the policy;
- **Pink, orange and green highlighters** – these are used to assess work against the LF as follows:
Pink – the child has not achieved the LF;
Orange – the child has partly achieved the LF;
Green - the child has achieved the LF.
In writing, the green highlighter is then used to highlight evidence of the LF in the child's work (up to three times). Evidence in the child's work where the LF has not been achieved or could have been achieved, is highlighted in pink. In these cases, only one example should be highlighted. These areas should be accompanied by a pink dash followed by a short comment or verbal feedback, at the end, to help the child improve their work. If the same issue is being highlighted in pink for a large number in the class, this comment can be given verbally and plans adapted to meet that need.
*Note that in for writing in Key Stage 1 and EYFS green highlighter is also used to highlight evidence of children's ongoing evidence from their target cards.
- **Green pens and Purple Polishing Pens** – all marking by an adult must be in green. The children's responses to the marking must be in purple using their 'purple polishing pen';
- **Self-Marking** - In maths, children use answer stations to mark their work in green pen. They should visit the answer station after two questions. If a question is wrong, they can retry the question by

using a 'purple polishing pen'. If it is still incorrect, they should seek help from an adult. Where children have self-assessed they should write SA and circle it.

- **Editing** – It is important that all children are given time to edit and improve their work during every lesson. The editing process should clearly modelled by the teacher to enable the children to do this effectively. In Key Stage 1, children will write on every other line to ensure they have sufficient space to edit their work neatly. (Proof Reading and Editing Guidance is used to support this).

4 Symbols

4.1 At the end of a piece of work the following symbols will be used:

- T = guided by teacher
- V = discussion of work has taken place
- SA = self-assessed (if necessary)
- PA = peer assessed (if necessary)

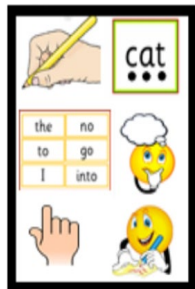
5 Marking Writing

5.1 Marking throughout the school will be appropriate for the age and stage of the child. The class teacher will use their understanding of individual children to provide the most appropriate feedback using the symbols below. In EYFS and Year 1 green and pink highlighters are used to ensure feedback is visual.

	Symbol	How?
Grammar/punctuation error	Highlight error/incorrect punctuation in Pink Highlighter	Edited in text or rewritten with G/P below main body of text.
	Circle error/incorrect punctuation in green pen	
	G/P in margin in green pen	
	· in margin in green pen	
Spelling error	Wiggly underline in pink highlighter	Sounded out/spelt with teacher and rewritten
	Wiggly underline in green pen	Written out vertically to copy (max. 3)
	Wiggly underline, not written out in green pen	Corrected in margin or below main body of text indicated by Sp.
	Sp. in margin in green pen	
	· in margin in green pen	
Missing word/phrase	^ - to be written in pink highlighter	Corrected in margin or below main body of text indicated by ^
	^ - to be written in margin in green pen	
	· in margin in green pen	
New paragraph	// to indicate where new	Verbal feedback to pupil

	paragraph should be in green pen	
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- 5.2 Feedback in EYFS will be given whilst the child is present during the lesson. The teacher will use the visual symbols below to share with the child what they have achieved and what their next steps will be. The achieved targets will be highlighted green within the writing and their next step will be highlighted pink. The child will then be able to respond to their feedback following the verbal feedback.



6 Marking maths

- 6.1 Maths work should be marked by the class teacher or child (using the answer stations) using a tick for correct or a dot for incorrect.
- 6.2 If a child revisits a question, the work should be carried out using a purple polishing pen. Any extra work should also be done using a purple pen i.e. if a child has been worked with on a 1:1 basis.
- 6.3 If the learning focus is pink or orange, verbal feedback should be given in the form of targeted work the next day or the focus of the next day's lesson.

7 Marking other subjects

- 7.1 In the thematic curriculum, the marking code is in line with maths and writing.
- 7.2 When marking the thematic curriculum, Teacher's should highlight evidence that the children have retained the knowledge taught within the session
- 7.3. When self-assessing their work, children must do so on their retention of knowledge.

8 Frequency of Marking

- 8.1 Marking may take place during the lesson, which allows for immediate feedback to an individual or group;
- 8.2 Staff will ensure that feedback/marking is provided for every piece of work so that the children can Answer the following question:
- How have I done in this piece of work?

9 Monitoring and review

- 9.1 SLT are responsible for monitoring the implementation of this policy. SLT will inspect samples of the children's work, and observe the policy being implemented in the classroom.

- 9.2 Marking and feedback is also monitored as part of regular learning walks. Any inconsistencies will be identified and immediate feedback given to the class teacher.
- 9.3 This policy will be reviewed every three years or earlier if necessary.

Signed by Chair of Curriculum Committee

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Next Review: January 2027