Respect, Courage, Compassion, Friendship, Trust, Perseverance

MARKING & FEEDBACK

POLICY

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Diocese of Liverpool

Seeking life in all its fullness

St. John's C.E. Primary School, Denmark Street, Waterloo, Liverpool, L22 9RG • Tel: 0151 928 5685 • Fax: 0151 928 2390

MARKING AND FEEDBACK POLICY

1. OUR SCHOOL VISION STATEMENT

St. John's Church of England Primary School has a Christian vision for education rooted in wisdom, hope, community and dignity. It is a community where all are welcome and nurtured in a spirit of Christian love, compassion and encouragement.

It is a place which enables everyone in the school community to develop and experience life in all its fullness and realise true potential through an excellent, broad and creative education. Christian hope, aspiration and building resilience for the future are central to the learning experience.

The school's vision is rooted in Christian love which is the foundation of our Christian values:

- Friendship
- Courage
- Trust
- Respect
- Compassion
- Perseverance

School aims:

- To provide a caring, safe and happy environment where the whole school community can flourish knowing that they are unique and special in the eyes of God
- To build confidence and self-esteem to enable children to develop resilience and become successful, independent life-long learners
- To enable all children to achieve their full potential
- To develop the teamwork and leadership skills and qualities in all our children so that they can be responsible citizens of the future
- To be fully committed to equality of opportunity
- To create a stimulating environment in which Christian attitudes of positive relationships, mutual respect, responsibility, forgiveness and understanding are fostered at all times
- To foster strong links between communities: home, school, church, the local community, the diocese and, internationally as *Global Neighbours.*
- To enable staff to develop their own talents and expertise so that they too can thrive
- To promote high standards and expectations of behaviour towards one another, as Jesus said, 'Love your neighbour as yourself' Luke10:27
- To be committed to providing opportunities for spiritual growth through RE and collective worship as well as a wealth of stimulating experiences and extra-curricular activities
- To promote children's cultural experiences and opportunities to help develop a positive understanding of their place in a diverse world.

2. GENERAL PPOLICY STATEMENT

The marking and feedback policy is a working document which generates and informs good practice within St. John's C.E. Primary School. We believe that our responses to children's work should provide accurate feedback about what children are doing well and what they need to do to make further improvements to improve their learning.

The policy considers the Department for Education's research into teacher workload, highlighting written marking as a key contributing factor to excessive workload. The DfE's expert group emphasises that marking should be: meaningful, manageable, and motivating. We have also noted the advice of the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

All forms of marking and feedback are a part of the school's broader assessment processes which aim to provide an appropriate level of challenge to children in lessons, and further facilitate good progress and maximise outcomes. All children's work should be reviewed by teachers at the earliest suitable opportunity to impact future learning. When work is reviewed, it should be acknowledged in books. Marking and feedback are provided to children as part of assessment processes in the classroom and should inform future planning. Written comments should only be used where deemed necessary and where they are accessible to children according to age and ability.

3. POLICY AIMS

- To provide positive reinforcement of the teaching and learning process.
- To provide praise and next step prompts and address misconceptions to enhance learning and maximise children's progress at St. John's C.E. Primary School.
- To provide a coherent picture of effective marking and feedback
- To give teachers and teaching assistants strategies for effective marking and feedback.
- To set out our expectations for high quality, effective but manageable marking and feedback.
- To ensure that the focus of feedback and marking is to further children's learning;
- To encourage feedback to be delivered closest to the point of action
- To encourage live marking and verbal feedback to reduce workload

4. POLICY PRINCIPLES

Marking and feedback should:

- Enable a regular dialogue between teacher and child.
- Give a clear picture of children's work against the learning intention.
- Give recognition and praise for achievement.

- Provide prompts for the next learning steps.
- Empower children in self-assessment.
- Be timely so children can respond as soon as possible while learning is still current.
- Inform future planning and individual target setting

5. HOW DO WE MARK?

Work is marked/assessed during or after completion and always before the next piece of work. The marking of work may be verbal or written**.**

Wherever possible, marking and feedback takes place with the child and are shared immediately. We aim to ensure that children are provided with timely and purposeful feedback that furthers their learning and that teachers can gather feedback and formative assessments that enable them to adjust their teaching within and across a sequence of lessons.

As a school, we value meaningful, manageable and motivating verbal and written feedback as a strategy to accelerate learning. Feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger children. Therefore, as a school, we emphasise providing immediate/live feedback.

Live verbal and written feedback:

Live feedback is the most effective form of feedback. Teachers' live feedback must focus mainly on the learning intention. In addition, it is timely, providing children with immediate opportunities to address corrections or improve their work.

Getting children to talk together before answering questions increases their achievement. It is a natural and frequent feedback experience for children. The language of the classroom has an enormous impact on the children and should create an ethos where speaking freely about learning is good. When communicated to children, presenting difficulty as a necessary and exciting aspect of new learning leads to greater confidence and self-efficiency.

Distance Marking:

Marking should be positive, clear, and appropriate in its purpose – it needs to offer positive benefits to staff and children, and the outcomes need to inform lesson planning. Most effective marking occurs when the work is marked together face-to-face, but if this does not occur, and the work is marked away from the child, you need to remember:-

- Can the children read your comments?
- Can the children understand your comments?
- Do you allow them time to read your marking?

- Do you allow time for some improvement on the work before moving on to the next activity, or do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context?

In Key Stages 1 and 2, all written corrections, check marks, and comments should be in GREEN.
As a minimum, school work is checked against the learning objectives/goals. It is important for each child that we value every piece of learning undertaken by them. Teaching staff may also use stamps or stickers be used to indicate work has been checked. It is imperative that marking is carried out consistently for maximum impact. Such marking in children's books follows a marking code (**Page 6**), and more thorough written comments should only be used where deemed necessary and where they are accessible to children according to age and ability

Acknowledgement Marking is a courtesy look at the work and includes a tick. It implies that some dialogue occurred during the lesson, which impacted the child's learning. In addition, the acknowledgment informs others that the work has been dealt with verbally, in a group, or whole-class setting.

Closed Exercise Marking is where the work is marked together; therefore, fewer examples of the work are given. Learning is the priority; misconceptions or errors are shared and not reinforced.
If the tasks are differentiated, answer cards may be provided for the children to mark their work.

In Depth Marking is when success and improvement needs are highlighted against the learning intention/success criteria. Asking for some small improvement is rich in its impact on children's writing and their attitude to improvement and learning.

In depth marking would not take place for every piece of work and can be done verbally, especially with young children, and written. A focused improvement (green growth) comment should help the child close the gap between what they have achieved and what they could have achieved.

As an effective but time-efficient way to significantly move on children's learning in extended writing, the following may be appropriate:

- Use success criteria
- Highlight in pink up to 2 aspects of a piece of writing that show achievement against the learning intention/success criteria
- Highlight the aspects of writing to be improved against the success criteria in green.
- Be clear about what the child needs to do with the green highlighting; for example, add a simple, short comment to indicate action.
- A green growth comment should indicate a specific improvement where an improvement has not been highlighted.

Secretarial Features: Children should be encouraged to check all work when finished, before handing in for marking. Not all secretarial errors should be identified; children should be given specific errors to focus on.

Children responding to their work:
Children must complete any corrections. Incorrect work should NOT be rubbed out. The corrected work should be written alongside the incorrect work or in a space below the marking comments.

6. MARKING CODES AND COLOURS

ENGLISH

//	New paragraph
Green highlighted or green underlined words	tells child highlighted word is spelt incorrectly.
Green highlighter	Underline sentences that do not read clearly
○	Circle the incorrect/missed punctuation
^	Missing word

MATHEMATICS

•	Incorrect response (No crosses for incorrect responses)
✔	Correct
✔ c	Corrected

Indicate on work:

TA Teaching Assistant support
T Teacher support
G Guided session
VF Verbal feedback

Marking colours:

Pink for Praise - **indicates** accurate demonstration of learning intention

Green for growth - indicates corrections or improvements

- A pink smiley face will indicate that the learning objective has been met.
- Stamps, stars, stickers, and class dojos can be used for further encouragement.
- Highlighter pens can be used quickly and effectively to indicate what children have achieved against the learning objective and the next steps.
- The green growth highlighting will need to be verified with a reminder, an example, or a scaffold comment.

ENGLISH:

- Every piece of work should be marked against the Learning Objective (L.O.)
- PINK smiley face at the side of the L.O. to indicate that the objective is met
- A verbal or written supplementary GREEN comment or question to close the gap where the L.O. has not been met.
- Each piece of extended writing should be quality marked against the success criteria.

MATHEMATICS:

- Every piece should be marked against the L.O.
- PINK smiley face at the side of the L.O. to indicate that the objective is met

ALL OTHER WORK:

- Should be marked against the L.O.
- Day-to-day marking followed by a verbal or short written GREEN comment/ question to address misconceptions

Success Criteria:

Success criteria will be used in English for most writing tasks and all extended writing. Success criteria can also be effective in other areas of the curriculum.

Reception (E.Y.F.S.):

Children receive verbal feedback during the activity. Adults will systematically date and annotate descriptions and quotes related to specific areas of learning to enable a comprehensive profile of the child's work to be compiled. Once children complete written activities, the teacher marks the work with the child beside them, giving them instant feedback. This takes the form of personal, emotionally based marking and improvement prompts.

7. Improvement prompts

Verbal and written, the children respond verbally or, where appropriate, in written form. These could include**:**

<u>Comments to Extend Learning</u>

- How did you know that_____?
- Why do you think that _____?

- If you were the character, what would you have done?
- Would you like to live in this setting/Why?
- Why could you do to be sure that your results would always be the same?
- A great conclusion! What do you think makes it good?
- Which is your favourite sentence? Why?
- How quickly can you _____? E.g., write 10 decimals
- Have you used imaginative vocabulary? Write the words here.
- Make your own example of a TO X TO (tens and ones) calculation that gives an even numbers answer.
- Can you solve these: _____
- Make your own magic square for your learning partner to solve.
- Explain the rule.

Reminder Prompts

These simply redirect the child's attention to the learning intention of the task to focus on the improvement.

- Say more about James's character
- Explain this for me.

Scaffolded Prompts

These tend to either (a) focus the child's attention on specifics or (b) delve via two or more questions or statements. Again, this is supportive and enhances the original writing.

- What type of boy is James – good, bad, shy, excitable, kind? Or do you have your own idea?
- Describe what James would do if he heard unkind words about a friend.
- Finish this: James liked to play jokes on his friends. For instance, he …

Example Prompts

This is when children are asked to elaborate their descriptions by giving them models of words or phrases they might use.

- I went on a boat.

What did you see on the boat trip? Fish?
Birds? People?
I saw a jellyfish and a crab.

8. HELPFUL QUESTIONS TO ENSURE EFFECTIVE MARKING AND FEEDBACK

For teachers:

- Do I vary my marking style?
- Do I over use the same comment? (E.g. 'use capital letters for months.')
- Do I model expectations?

- Do I use positive statements?
- Do I indicate future needs?
- Do I set targets and help children to know what to do next?
- Do I encourage children to self-assess?
- Do I involve children, peers and parents in the marking process?

For children:

- Do you know your next steps/targets?
- Why do teachers mark work?
- What sort of things make the teacher think the work is good?
- What sort of work do you find helpful?

(From Shirley Clark, 1999)

9. STRATEGIES FOR ENSURING MARKING IS MANAGEABLE

Marking is an essential part of personalising and accelerating child attainment and progress however it can be very time consuming. At St. John's CE Primary School it is recognised that strategies need to be employed in order to make marking effective but manageable.

Effective teachers use many strategies to ensure marking is completed regularly and with maximum impact. The following strategies will be used to make this workload manageable:

- Plan which piece of work will be marked in depth. Each extended write should be **quality marked** (e.g. this will be in the final week of each English unit of work).
- The emphasis will be on green comments for growth rather than praise comments. Indicate when the learning objective has been met with a pink praise smiley face. Stickers, stamps and dojos will provide further praise and reward.
- Balance 'active' teaching time when children can work with increased independence, facilitating time to mark alongside children.
- Use the marking code/highlighter pens to support quick marking of writing and allow time for written comments underneath.
- Written comments should be short

10. Setting out work

To ensure consistency when setting out work:

Writing the date:

- Write the date on the second line of the page (not wide top line)
- The long, written date for English, RE, and wider curriculum, e.g. Thursday, 4th September
- Short date for science and mathematics, e.g. 04.09.22
- Written in pen or pencil but underlined in pencil

Writing the learning objective:

- On 3rd line from the top of the page/ leave a line underneath the date
- Written in pen or pencil but underlined in pencil

Drawing diagrams:

- To be drawn in pencil
- Lines drawn to signpost labels should be in pencil and drawn with a ruler
- Labels should not be written on the on the drawn lines but written at the end of the line and always straight (not at an angle)

Squared paper:

- One digit and character per square
- Words – written across the squares (not one letter per square)

11 MONITORING AND REVIEW

- Work scrutiny by SLT and subject leaders
- Child voice
- Lesson observations
- Assessments