Marking and Feedback Policy

Signed by Chair of Governors:

Date ratified by Governing Body:

Date of Review: September 2026

Next Review September 2027

Primrose Primary Centre
Marking and Feedback Policy 2026-2027

The Purpose of the policy

The purpose of this policy is to make clear how the teaching team (teachers/HLTAs & support staff) mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. Anyone working with children either 1:1, small group or whole-class, are expected to mark, when they have taught or supported.

Objectives of the policy

- To set out the whole school community approach to providing feedback on pupils' work
- To encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is positive but developmental in nature
- To make pupils aware of the next steps in their learning
- To ensure consistency of practice

Principles of the policy

Marking and feedback should:

- Be manageable for all teachers
- Give children opportunities to become aware of and reflect on their learning needs
- Give children opportunities to self-assess
- Give recognition and appropriate praise for achievement
- Inform future planning and individual target setting
- Be accessible and inclusive
- Be seen by children as positive in improving their learning
- Relate to learning objectives which have been shared with the children, prior to work commencing

- Give next steps for improvement
- Allow specific time for children to read, reflect and respond to feedback

Aims of the policy

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers and support staff mark and give feedback to pupils is central to the process.

The key characteristics of Assessment for Learning:

1. Explicit Learning Objectives (To be written in the form of: To understand...)
2. Questioning
3. Feedback
4. Marking
5. Adjusting teaching to take account of results

1. Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and the steps taken towards the learning. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective. Teacher demonstration and modelling (using the my turn, our turn, your turn approach) will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. **The learning objectives will focus on learning not activities.** The Primrose learning objective stems will be 'To understand'

2. Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises discussion and discovery; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and

modelling part of the lesson to ensure learning progresses. Key questions, including ***prompting, promoting and probing*** questions, are recorded in teacher's short term planning. **Processing or 'thinking' time is essential** to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of '**paired talk**' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

3. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes/misconceptions that children make. Use 'next steps' style questions or tasks in books *during* the lesson. This will allow children to show progress or independence. Teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because **any assessment has an emotional impact**. The following are a number of ways feedback can be given:

Oral

- Regular and interactive
- Focus on being constructive and informative to help pupils take the next steps in their learning
- Group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
- Opportunity to model the language pupils can use when responding or giving feedback to others
- Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward

- Emphasise the learner's progress and achievement rather than failure

Self assessment

At the end of every lesson children should be asked how confident they felt with their work and tick/circle the corresponding smiley face.

Peer assessment

Peer assessment can be carried out in lessons. It is important for encouraging children to become more independent and responsible for their own learning- also encourages a positive culture of peer praise

4. Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. Marking will encourage the learners to be equally aware of '**how**' and '**what**' they are learning.

Key principles and guidance for marking:

- **All** work should be dated – short date in Maths, long date in all other subjects
- Learning objectives should follow the 'To understand' stem and be printed in Kinetic Letters size 22
- **All** work to be **marked** and **assessed** against the learning objective
- Please make a note in books if school is closed e.g. severe weather, or if a pupil is absent
- Establish ground rules on presentation and setting out and refer to the presentation contract
- All work marked by a member of staff should be in GREEN

- Next steps indicate an area where some improvement needs to be made or where a challenge is presented to the learner
- Regular and frequent written feedback will be given to children in an *appropriate way for their age and ability*
- All marking will be positive, informative and constructive
- Staff comments should be written clearly and neatly with modelled handwriting (Kinetic Letters)
- Children should be encouraged to leave incorrect answers and not rub them out
- Time should be given to pupils to correct, redraft, edit, add and respond. Corrections and responses should be completed next to the last piece of work
- Children should self-assess at the end of every lesson
- Teachers should refer to the learning objective at the beginning of the lesson and return back to it at the end
- Adults mark in green pen and initial if NOT the class teacher
- Children respond to marking and edit in purple pen

The following marking grid should be shared with children as they arrive to Primrose and referred back throughout their time here. It should be stuck on the inside cover of ALL subject books:

Mark:	**Meaning:**
Do not highlight the LO	LO not achieved
LO is highlighted yellow	Working towards the LO
LO is highlighted green	Achieved the LO

S	Spelling error (max 3 in KS1 and 5 in KS2) Relevant to key stage
P	Punctuation error (max 3 in KS1 and 5 in KS2) Relevant to key stage
H	Handwriting practice (see end of task)
	My teacher has set me a challenge to extend my learning
V	Verbal feedback with my teacher (a comment may be added to the work)
G	Grammar error (e.g. missing word/incorrect tense/was/were)
A green dot	A maths error (children must not erase their error but correct next to the dot)

5. Adjusting teaching to take account of results

Pupil feedback and marking will be used to inform future planning. This could mean an intervention is needed, or that the learning objective will carry on into the next lesson. This should be shared with adults across the classroom, in advance, where possible.

Teacher absence/use of supply.

Should any teachers be absent, supply teachers covering are expected to maintain the marking commitment as per the policy, as far as it is reasonably possible.
All supply or cover teachers should initial work which they have undertaken.

Monitoring and Evaluation

Work samples will be randomly selected by SLT and are evaluated termly to check the effectiveness of the marking and feedback guidance, to ensure that marking is having a positive impact on children's learning, and that children act on improvement prompts. Marking may also be evaluated during lesson observations and learning walks.

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