**Archbishop Hutton’s V.C.**

**Primary School**

**Marking and Feedback Policy**

**Updated September 2025**

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***A tree is known by its fruit***

**The aim of marking and feedback is to lead to improvement in pupils' understanding and work**.

This policy complements our Teaching and Learning policy. It is a vital component in maximising the full learning potential of all our pupils.

**Principles**

* Wherever possible, pupils should be involved in feedback and marking encouraging a dialogue for learning between pupils and adults
* All adults working with pupils should give feedback on their learning
* The manner in which feedback is given should reflect the positive, although rigorous, learning culture of the school
* Feedback may be written and/or oral
* It may be immediate or reflective (i.e. working with the pupil or marked away from the pupil)
* Pupils should be given opportunities to respond to marking and feedback as soon as possible after it has been given
* Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge
* Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the pupils' age related expectations
* It should also take into account pupils' targets and their progress towards these
* Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning

**Feedback and Marking in the AfL Cycle**

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

* Pupils, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; learning activities which challenge pupils appropriately etc.)
* Skilful questioning is used to explore pupils' understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
* When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow pupils to reflect on their learning and make improvements during the lesson and over time.
* Effective self and peer assessment allows pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see **Appendix B**)
* Feedback and marking given will inform planning for learning

**Marking Strategies**

Approaches:

* **Oral feedback** – given by an adult in the presence of the pupil or group of pupils. This may happen whilst the pupils are working or after the learning has taken place. A record of this could take any of the following forms;
  + Annotated notes on plans
  + Observations in Learning Journals
  + Summary notes on pupils' work
  + Summary notes written by pupils
* **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the pupil and can be recorded in different ways (see above)
* **Distance marking** – this takes place away from the pupils and gives opportunity for further analysis and reflection on pupils' progress in learning. It may lead to the need for further dialogue with pupils to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, the following should be taken into consideration:

* pupils should be able to read and understand the comments or have the comments explained to them
* comments should be spelt correctly
* the school handwriting policy should be followed when writing comments
* **Self–assessment and evaluation** – pupils are given the opportunity to reflect on their own learning; identify progress towards success criteria/targets etc. and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work). Pupils should be encouraged to continually look to improve their work and learning.
* **Peer assessment and evaluation** – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in **Appendix E**).

**Prompts:**

**Closing The Gap Prompts: (more examples in Appendix F)**

* **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria
* **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
* **Example prompt** – this is the most detailed support and gives children examples from which to choose

**Eg. LO: to use adjectives to describe**

**Reminder prompt**: You have described what your monster looks like. Can you use adjectives to tell me   
more about what type of monster it is?

**Scaffold prompt:** What kind of monster was he? Change 'bad' for a word which makes him sound scarier.  
He was a ................. monster with teeth like...............

**Example prompt**: Instead of the word 'bad' you could use:

* Terrifying
* Ferocious
* Spine-chilling

**Eg. LO: To identify the calculation needed to solve a problem**

**Reminder prompt**: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

**Scaffold prompt**: 3 bags of sweets at 25p each. Instead of 25+25+25= you could calculate 25 x ? =

**Example prompt**: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication:

6x10= or 10x6=

**Expectations:**

* Each piece of work will be marked by an adult. Any work assessed by pupils will be commented on by an adult (see **Appendix B** re: agreed code and colour)
* Generally, all work will be marked by the next lesson in that particular subject
* Detailed feedback and marking will be given regularly in order to move on children’s learning while ensuring marking is effective and manageable
* **In English**
  + Reading journals will be marked after their use in reading workshop
  + Short writing opportunities to be quality marked in order to move on children’s learning towards the end of unit write – including spelling and grammar
  + Independent extended writing opportunities to be self-assessed by child and assessed by teacher

* **Grammar, Punctuation and Spelling**  
  Grammar and punctuation should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils.   
  High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils.
* Pupils are taught strategies to find correct spelling for mis-spelt word e.g. refer to own word bank, spelling list, working wall, dictionary as appropriate
* In cross-curricular learning, technical language should be corrected when it is not spelt correctly and the GPS should be marked in the same way as work in English books.
* At least three pieces a half term should be marked with comments for improvement
* In Maths, correct answers will be ticked, but incorrect attempts will be marked with a cross and misconceptions dealt with by the teacher with pupil as soon as possible – find further detail in **Appendix A**
* In other areas of learning
  + Feedback and marking needs to acknowledge progress towards the learning objective which must be clear and skill based.
  + When writing has taken place, this needs to be quality marked with the same rigour as any longer/independent piece of writing.
* Pupils will be given regular daily opportunities for fix it time to respond to any improvement comments in their work. Individual teachers build fix it time in to their children’s daily routine at appropriate and regular opportunities.
* When pupils are given an improvement comment, they should respond inpink polishing penso that their response is clear.
* `Quality marking’ will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil’s particular performance in the context of the work’s purpose and in the context of the pupil’s previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.
* Comments will be positive, including the areas for improvement / development.

**Appendix A: Feedback and Marking Policy – Mathematics**

“The most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation.”

*Marking and Evidence Guidance for Primary Mathematics Teaching NCETM April 2016*

“Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.”

# Eliminating Unnecessary Workload Around Marking March 2016

**Essentials for effective feedback and marking**

Subject knowledge of the teacher and teaching assistant

For the teacher to have a clear understanding of the new learning and expectations for the lesson (how a child can demonstrate understanding of the learning)

Effective AfL (pitch and challenge determined by previous learning; striking the right balance between struggle and support)

Quality task / variation / intelligent practice

Teachers circulating effectively during lessons to check progress of children

**Subject knowledge involves**:

* Knowing how to develop children’s conceptual understanding;
* The ability to break down mathematical learning into smaller steps of progression; The ability to predict possible misconceptions before a lesson begins.

**Understanding new learning involves**:

* Knowing what the expectations are;
* Knowing how a child can demonstrate understanding of the new learning.

**Feedback and Marking**

Children’s work must be marked (by the teacher) in order to inform future teaching and learning. This may happen within the lesson, not just after the lesson has finished.

Teachers will identify children’s success with the learning and ensure children make progress towards meeting end of year expectations, either by:

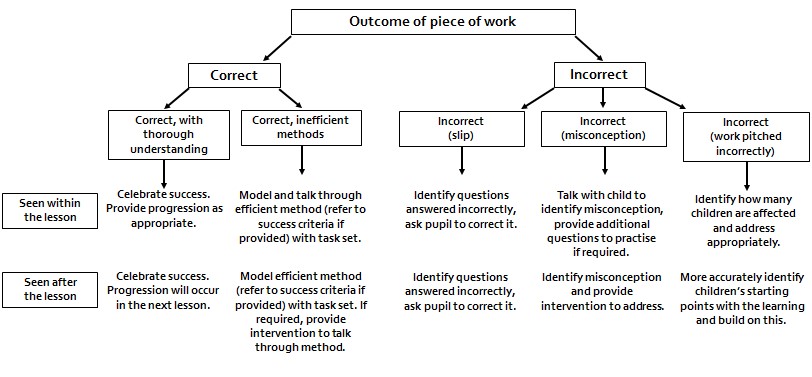
* moving children on within the lesson
* moving children on in the next lesson
* moving children on the next time the unit is covered during the year.

Where children have made mistakes, teachers will identify whether the errors are caused by slips/lack of concentration or an underlying misconception.

Errors that are the result of slips may be corrected by the child.

Errors that are the result of a misconception will be addressed immediately in the lesson or (where this is not possible) through timely intervention that fits into the unit of work.

The table below summarises the possible outcomes of children’s work in mathematics and the likely responses from the teacher.



When marking children’s work it can be useful to annotate it to reflect how and when it has taken place.

**Agreed annotations are**:

**I** - work that has been completed independently or where the teacher/TA has prompted the child to think independently about their learning

**S** - work that has been completed with the support of an adult (the original pitch of the learning must be

carefully considered so that the supporting adult does not have to ‘over-scaffold’ the work)

**P** - work that has been completed with the support of practical equipment

**Myths**

***“Children need to be told what their next steps are when you are marking.”***

A child’s next step in learning should be the focus of the next lesson within the unit of work, or the next time the learning is revisited, and therefore there is no need for the teacher to write what the next step is.

NCETM guidance suggests, “If interaction between teacher and pupils is good, then efficient marking strategies can be deployed.”

# Marking and Evidence Guidance for Primary Mathematics Teaching NCETM April 2016

***“Quality marking one group each day means all children get detailed feedback once a week.”***

Quality marking children’s work cannot be timetabled. Feedback must be responsive to the needs of the children and more detailed feedback should be provided only when necessary.

***“Every piece of work needs to be detail/next step marked”.***

Quality marking **IS NOT** a comment or a challenge on every piece of work after every lesson. Many of these comments are often lacking in purpose because it has become an expectation, rather than a valuable part of the teaching and learning process.

“It should not be a routine expectation that next-steps or targets be written into pupils’ books. The next lesson should be designed to take account of the next steps.”

# Marking and Evidence Guidance for Primary Mathematics Teaching NCETM April 2016

A next step should only be part of the marking / dialogue with a child when there is a purpose to it.

**Appendix B – marking codes**

**Marking Codes for all children**

Teacher comments evidence intervention and support provided for child – refer to **Appendix F**

**I** – independent learning completed by the child

**S** - child has been supported by an adult

**P** – work that has been completed with the support of practical equipment (particularly in maths)

Highlight learning objective in pink when it has been achieved

Teacher marks successes with ✓ - each maths calculation or GPS sentence to be separately ticked

Highlight evidence of child achieving success criteria and/or current targets in pink – tickled pink

Highlight identified areas for child to improve by correcting/extending and next step challenges in blue – blue to do. YR, Y1 and Y2 use a reminder bubble in blue highlighter. KS2 use a blue highlighter dash

Teachers' written feedback is given in **green**

T.A. written feedback is given in **blue.**

T.A. to initial the work they have marked.

**Supply teachers to write ‘supply teacher’ then initial.**

**Stamps, stickers** and **smiley faces** to be used to encourage and acknowledge good work

Children have regular fix-it time when they use **pink polishing pen** to feedback to teacher marking

**Additional Marking Codes for KS2**

**Sp** Spelling mistake – sp in the margin, child write correction 3x below piece of

writing

**/** Start a new line e.g. for new person speaking in dialogue

**//** Start a new paragraph

**Appendix C :**

**Marking code for EYFS & KS1 children**

|  |  |
| --- | --- |
| **Always check your learning first!**  **Make corrections and improvements with your pink polishing pen**  **before you show your teacher.** | |
| **Your teacher marks your learning to check how well you have done and to show you what you need to correct, practise and improve.** | **Remember to feedback to your teacher using your**  **pink polishing pen.** |
| **I have achieved the learning objective** | **l.o. to write in the first person**  **l.o. to recognise and describe 2D shapes** |
| **My teacher is tickled pink** | **Pink highlighting shows you what you have done well** |
| **Correct** |  |
| **My teacher has given me blue to do** | **Blue highlighting shows you what you need to correct, practise or improve. Your teacher may give you a challenge!** |
| **My teacher has given me a reminder** |  |
| **Write your sentence again – remember to use a space between every word** | **The dog saton the mat.** |
| **Check your grammar or punctuation in this sentence. Correct the grammar or punctuation by writing above your mistake.** | **they was walking to the shops.** |
| **Improve your sentence** | **The bad monster scared me.**  **What kind of monster was he?**  **Change 'bad' for a word which makes him sound scarier.** |
| **Correct your handwriting** |  |
| **Incorrect** | **X** |
| **Correct the highlighted calculations** | **40 + 9 = 94**  **50 – 15 = 65** |
| **Have another go** | **The perimeter of the square is 15cm.**  **Remember: perimeter is a measure of the length or distance around a shape. Have another go to calculate the perimeter of the square.** |
| **Have a go using a different method** | **3 bags of sweets at 25p each. Instead of**  **25+25+25=**  **You could do 25x ? =** |
| **Have a go at this challenge!** | **You have begun to build a picture of your monster, but tell me more about what type of monster he is.**  **OR**  **6 bricks at 10cm high.**  **Instead of the repeated addition you could try multiplication**  **6x10=** |

**Appendix D :**

**Marking code for KS2 children**

|  |  |
| --- | --- |
| **Always check your learning first!**  **Make corrections and improvements with your pink polishing pen**  **before you show your teacher.** | |
| **Your teacher marks your learning to check how well you have done and to show you what you need to correct, practise and improve.** | **Remember to feedback to your teacher using your**  **pink polishing pen.** |
| **I have achieved the learning objective** | **l.o. to use adjectives to describe characters**  **l.o. to multiply using the grid method** |
| **My teacher is tickled pink** | **Pink highlighting shows you what you have done well** |
| **Correct** |  |
| **My teacher has given me blue to do** | **Blue highlighting shows you what you need to correct, practise or improve. Your teacher may give you a challenge!** |
| **Check your grammar or punctuation in this sentence. Correct the grammar or punctuation by writing above your mistake.** | **They was walking to the shops.**  **they ran along the path.** |
| **Check your spelling.**  **Re-write the word three times underneath your piece of writing.** | **sp My freind, Joe, yelled ‘Stop!’**  **really loudly at me.** |
| **Correct your handwriting.**  **Re-write the word/sentence correctly underneath your piece of writing.** |  |
| **You have missed out some letters, words or phrases. Check your sentence makes sense and correct it.** | **? I dream clouds all the time.** |
| **Improve your sentence** | **The bad monster scared me.**  **What kind of monster was he?**  **Change 'bad' for a word which makes him sound scarier.** |
| **Start a new line here** | **/** |
| **Start or end a new paragraph here** | **//** |
| **Incorrect** | **X** |
| **Correct the highlighted calculations** | **47 + 59 = 96**  **73 – 48 = 35** |
| **Have another go** | **The perimeter of the square is 15cm.**  **Remember: perimeter is a measure of the length or distance around a shape. Have another go to calculate the perimeter of the square.** |
| **Have a go using a different method** | **3 bags of sweets at 25p each. Instead of**  **25+25+25=**  **You could do 25x ? =** |
| **Have a go at this challenge!** | **You have begun to build a picture of your monster, but tell me more about what type of monster he is.**  **OR**  **If the perimeter of my rectangle is**  **24 cm, how many ways can you draw it?** |

**Appendix E:**

**Self & Peer Evaluation Prompts**

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

**I liked ……**

**I learned…**

**I think I will…**

**I never knew…**

**I discovered…**

**I was surprised…**

**I still wonder…**

**I have learnt….**

**Next time I could.....**

**I now know.....**

**I found....... difficult because......**

**I solved....... by......**

**The best example of …… is …….**

**I like the way you......**

**....... is effective because........**

**You could make your work better by …………**

**Have you thought about......**

**If we look at the success criteria we can see.......**

**Peer Marking**

* Partners should be similar ability
* Agree rules: respect, listen…
* Explain & model the process with the whole class
* Use last year’s work, standards site, Testbase
* Compare & contrast two pieces of work
* Author reads to editor
* Begin with a positive comment
* Comment against 1 or 2 specific Success Criteria
* Author adds notes and changes work
* Process could take place during the extended writing process (but not during a timed write)

**Peer Marking Agreement**

*Our agreement on marking partnerships – We decided that there were some rules we all needed to keep*. *When we become marking partners we all agree to:*

* **Respect** our partner’s work because they have done their best and so their work should be valued
* **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
* **Tell** our partner the good things we see in their work.
* **Listen** to our partner’s advice because we are trying to help each other do better in our work
* **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
* Try to make our suggestions **positive** and as **clear** as possible.
* Get our partner to **talk** about what they tried to achieve in their work.
* **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn’t like them to do it to us and it wouldn’t be fair.

*(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)*

**Appendix F: Closing the Gap Marking Prompts - Examples**

|  |  |  |
| --- | --- | --- |
| **Reminder Prompts** | **Scaffolded Prompts** | **Example Prompts** |
| **LO: To describe a character**  You have begun to build a picture of your monster, but tell me more about what type of monster he is. | What kind of monster was he? Change 'bad' for a word which makes him sound scarier. | Instead of the word 'bad' you could use:   * Terrifying * Ferocious * Spine-chilling |
| **LO: To choose the operations needed to solve a problem**  You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition. | 3 bags of sweets at 25p each. Instead of  25+25+25=  You could do 25x ? = | 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication  6x10= |
| **LO: to describe a setting**  You have begun to use some description for your setting but where are all the wonderful 'wow' words you were using orally? | You wrote "The sun was shining". Can you tell me more about the effect of the sun shining or how it shone? | How did the sun shine? Could you use any of the following:   * The sun shone brightly * The bright sun cast its glistening rays over the earth * The sun's rays sparkled through the trees |
| **LO: to use appropriate symbols in simple formulae**  The = sign has been used correctly in these number sentences. Remember that < means 'less than' and > means 'greater than' | Is (10+5)-6 greater or less than (10- 5)+ 3? | (10+5) – 2 > (is greater than) (10 – 5) + 6  but  (10 +5) – 2 < (is less than) (10-5) + 9  Have another go at the ones I have highlighted. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Reminder Prompts** | Scaffolded Prompts | Example Prompts | Open Ended |
| **LO: to explain the pattern for a sequence of numbers and work out the next few numbers in the list**  **Work out the pattern first:**  +3  +3  +3  **3, 6, 9, 12, 15 \_\_\_\_** | Can you explain this pattern?  25, 22, 19, 16  What would be the next two numbers in the pattern? | 4, 8, 12, 16,  Circle the next number in this pattern:  18, 24, 14, 20  Explain how you know that 20 would be the next number in this sequence. | Can you create your own sequence and explain the pattern?  Create your own sequence with 5 in the middle.  How many different ways can you do it?  5 |
| **LO: to solve problems involving calculating a perimeter**  **To find the perimeter.....**  **Remember: perimeter is a measure of the length or distance around a shape.** | Find the length of each side  5  2  2  5  Add all the sides together.  2 + 5 + 2 + 5 = 14 | 5  What would the perimeter of this regular shape be... Why?  20, 30, 40, | If the perimeter of my rectangle is 24 cm, how many ways can you draw it? |
| **LO: to work out how long it takes to do something if I know the start and end times**  **Remember there are 60 minutes in an hour not 100.**  **Try question 3 again.** | This time line calculates how long it is between 5:15 and 5:50.  5:15  5:20  5:50  5min  30min  **35min**  Can you work out how long between 6:10 and 6:55? | Use a time line to work out how long is it between 10:40 and 11:15?  Is it:  1 hour 35 mins, 75 mins, 35 mins | If a film cartoon lasts 25 minutes, can you write down 3 different times it could start and end? |