

Lockington CE VC Primary School



Marking and Feedback Policy

Revised & Updated January 2023

Date Policy Formally Agreed By Governors:	9 th January 2023
Date Policy Becomes Effective:	Spring Term 2023
Review Date:	Spring Term 2026
Person Responsible for Implementation and Monitoring:	Marking and Feedback Leader

1. Introduction

This policy outlines the organisation and management of marking and feedback at Lockington CE VC Primary School. It is written within the context of our school's mission statement:

Our school is committed to working together to develop lively, enquiring minds and to promoting outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect, acceptance and understanding of others.

It has also been written in the context of our school's Christian vision, rooted in the teachings of Jesus:

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).

It has been developed in consultation with school staff and governors.

2. The nature of marking and feedback

At Lockington CE VC Primary School we take a professional approach to the tasks of marking work and giving feedback. We aim to have a consistent approach to marking symbols used by individual teachers and therefore have a school marking code (Appendix 1). Teachers use their professional judgement to enhance it and also to take account of the needs and the age of the children. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process. Positive, supportive and consistent approaches to marking lie at the heart of the formative assessment process. Marking must be evaluated in terms of the positive impact on the promotion of learning. Marking is not an end in itself.

3. Aims and objectives

We mark children's work and offer feedback in order to:

- show that we value children's work, and encourage them to value it too;
- boost pupils' self-esteem and raise aspirations through praise and encouragement. The objective is not to find fault, but to help children learn. If work is well matched to pupils' needs, errors to be corrected will not be so numerous as to affect self-esteem;
- give children a clear picture of how far they have come in their learning, and how they can improve;
- offer pupils specific information on the extent to which they have met the lesson objective or targets set for them;
- promote self-assessment, whereby children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge children's understanding and identify misconceptions;
- provide a basis for summative and formative assessment;
- provide the ongoing assessment that informs future lesson planning;
- involve children in evaluating their own work where appropriate;

- Embody principles of the distinctly Christian nature of our school.

4. Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- The process should be a positive one, pride of place being given to the child's efforts.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Marking should always relate to the lesson objective, the child's own personal learning targets and success criteria.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is unable to read and respond, other arrangements for communication should be made.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at a time.
- Teachers should aim to promote pupil self-assessment by linking marking and feedback to a wider process of engaging pupils in their own learning. This includes sharing the learning objectives and key expectations for the task from the outset in a way that is fully understood by the pupils and encourages them to use and set success criteria.
- Whenever possible, marking and feedback should directly involve the pupil. The younger the child, the more important it is that feedback is verbal and immediate.
- The marking system should be constructive and formative. A useful formula is: praise, advise on improvement, praise.
- Feedback may also be given by support staff and peers.
- Group feedback is provided in plenaries and group sessions.
- Feedback will help a pupil identify key priorities for improvement.
- Teachers will use errors and misconceptions to inform future planning.
- Marking will always be carried out promptly, before the next session in that subject.
- Pupils will be trained to mark or provide feedback on their own work or the work of others in a constructive and sensitive way in order to help them become self-evaluative.

All lessons must be objective-led. The objective must be communicated to pupils and be the basis of the plenary. When children produce written work, or work includes recording, the objective should be written at the start of the work. This will be often reconstructed into an 'I can...' statement. Marking of the work will relate directly to this outcome. Should the child achieve this objective, this will be indicated through a 'TA' or 'Target Achieved' mark, recorded next to the objective. Should a pupil not achieve the target, but has potential to bridge the gap, then a T> should be recorded. This will be followed by advice as to how the pupil can bridge the gap to achieve the target. Children should be given time to respond to marking. This will not be appropriate after every piece of work, but the system of responding

to marking ensures pupils are engaged in the assessment process and actually respond to the advice of teachers. For younger pupils, a verbal instruction may be more appropriate.

5. Implementation

All work should be dated and the objective included at the top of the work.

The extent of the teacher's response to a piece of work is determined not by the number of errors found, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next stages of learning involve and what should now have priority. A delicate balance has to be achieved. Children should not receive the impression things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of fault finding.

To encourage a positive response, any negative comments must be followed up by a constructive statement on how to improve. "Two stars and a wish", where two positive statements followed by a suggestion for improvement are written on pupils work is encouraged. Formative comments are more valuable than marks or grades. We rarely give marks or grades on written work. Ticks are normal when work is correct, and a dot where errors have occurred.

Where possible, teachers should establish direct links between oral or written praise and the school rewards systems. Where pupils interact with the marking process they will be more engaged and receptive to the correction process. Where appropriate, children may mark their own or other children's work, but the teacher must review their marking.

Children should be encouraged to assess their work ahead of final marking, using e.g. success criteria or prompts. This encourages pupils to reflect on each step of the learning process. Children may indicate where they think a target/success criteria has been met. Learning partners may also check on their behalf before the work is handed in.

Teachers comment on spelling and grammar in the following cases:

- if spelling and grammar were part of the lesson focus;
- if it is spelling or grammar pupils should know;
- if it is related to the child's target.

Feedback should: allow time, be supportive, be consistent and involve pupils in target setting.

Pupils should receive a consistent message from marking across the curriculum and the marking code should be used appropriately for all children. The marking symbols are displayed in each classroom for children and staff to refer to.

Teachers/support staff marking in green pen. It is the teacher's responsibility to ensure other adults working in the class know this. Pupils can mark their own work in blue pen and that of their peers in purple pen. Smiley faces can be used to show a team point has been earned and to display happiness with the work. Pupils can make their feelings about their work known and can use a sad or smiley face or write comments to their teacher in response to marking.

6. Responsibilities

All teaching staff are responsible for the implementation of the marking policy, overseen by class teachers and monitored by the Headteacher.

The Class Teacher's role is to:

- be responsible for providing marking and feedback as set out in the policy;
- ensure others working in their class follow the policy.

The Marking and Feedback Coordinator's role is to:

- lead policy development;
- act as a consultant to colleagues;
- help to keep staff updated with developments, including leading staff meetings;
- attend training and signpost appropriate training to staff.

The Headteacher's role is to:

- provide support by encouraging staff and praising good practice;
- monitor marking and feedback and provide feedback;
- support staff development and provision of resources.

The Governing Body:

- determines, supports, monitors and reviews the school Marking and Feedback Policy.

Monitoring and review

Monitoring takes place regularly through activities such as sampling children's work, book scrutiny and lesson observations, to monitor implementation and impact.

This policy will be reviewed every three years, or earlier as required.

Member of staff responsible: Marking and Feedback Coordinator (Julie Cattle)

Date policy updated: November 2022

Date approved by full Governing Body: 9th January 2026

Date for next review: Spring 2026

Signature (Head)

Signature (Chair of Governors)



Julie Cattle (09.01.23.)



Graham Parr (09.01.23.)

Appendix 1

Lockington CE VC Primary School Marking Code

TA	'target/learning intention achieved'
T>	'working towards target/learning intention'
P	above a line or circle around incorrect or missing punctuation
sp	word underlined for spelling correction (correct spelling may be written in the margin)
cap	letter underlined for incorrect capital letter or missing capital letter
//	new paragraph
VM	verbal marking has taken place (spoken comment/feedback)
Scribe	scribed for the child
Paired	worked in a pair
I	worked independently
AS	adult support
✓	correct
.	incorrect
😊	team point (can also write TP)
-----	an error has been made here

Two stars and a wish

*

*

W

An age appropriate version of the code should be on display in class for pupils. This is the class teacher's responsibility.