

Walton CEVC Primary School

“Every Child, Every Chance, Every Day”

Marking and Feedback Policy

November 2025



Approved by the Governing Body of Walton CEVC Primary School

Chair of Governors.....David Hatrey.....

Date.....27/11/2025.....

Date of Future Review- September 2027

As a church school at the heart of the community, Walton CEVC Primary School is committed to provide each child with the opportunities to achieve their full potential academically, socially, emotionally, physically and spiritually. Through strong partnerships between home and school and inspired by Christian values, we aim to equip the children in our care with skills and confidence to meet future challenges.

1 Introduction

- 1.1 At Walton CEVC Primary School, we will take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the children will have to be taken into account. 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.

2 Aims and objectives

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

- show that we value the children's work, and encourage them to value it too; boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future by using a target at the back of each core subject book;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

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

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- 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 and, increasingly, the child's own personal learning targets.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made. This should be done the next day or in a timely fashion using a purple pen or pencil to show the corrections made by the child.
- 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 key area for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

- The marking system should be constructive and formative.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- Feedback may also be given by a teaching assistant, or through peer review.
- Teaching Assistants use the Marking Index to inform Teachers of support, feedback and marking completed in the groups or individual children they are working with.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

4 Implementing the marking policy

- 4.1 The school has agreed guidelines that apply to all pieces of work and children may be asked to redraft work a piece of work if a teacher feels it is not of an acceptable standard.
- 4.2 In addition to this general guidance, there are specific rules for specific types of work, e.g. numeracy. These rules have been taught and may be on display. They make it clear what good-quality work in the subject is like.
- 4.3 The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- 4.4 Green pen is used to signal positive elements in line with the learning objective and prior knowledge and pink for improvements. Children should carry out corrections in purple. Marking should be completed after each piece of work but deep marking should be carried out after each extended piece of writing in literacy, at least once a half term in a unit of work in all other subjects.
- 4.5 In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- 4.6 Ticks are normal where work is correct, and a dot where errors have been made. Other symbols may be used once their meaning has been explained, e.g. an sp through a spelling mistake.
- 4.7 Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time, teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.
- 4.8 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact, pupils should be encouraged to set some of the questions.
- 4.9 When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.
- 4.10 Children should be encouraged to assess their work ahead of final marking, using toolkits. These toolkits can remind children of their learning targets, or suggest common checks to

perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.

- 4.11 In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- 4.12 Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

5 Monitoring and review

- 5.1 We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Approved by Governors November 2025

Due for Review November 2027

Marking Policy for maths

In maths books children will:

- ❖ A lesson objective and date evident for each piece of work – handwritten or on worksheet.
- ❖ Children will write with one number per square to ensure calculations are clear and organised. A ruler to be used when drawing straight lines.
- ❖ Next to the objective:
 - A green tick to show the child is secure with this objective each lesson.
 - A pink tick to show the child is working towards with this objective.
- ❖ Misconceptions must be addressed with corrections being completed or evidence of follow up supported work with date and adult initials.
- ❖ For self-evaluation - smiley face to show understanding.
- ❖ Adult support to be indicated with initials and / or note of resources / scaffolding used.

Appendix B

Marking policy for writing

In Literacy books: Green and pink pens to be used. Green for good – pink for think.

- ❖ A lesson objective and date underlined evident for each piece of work – handwritten or on worksheet.
- ❖ In KS2 Joined handwriting must be used when writing in all areas of the curriculum.
- ❖ Next to the objective:
 - A green tick to show the child is secure with this objective each lesson.
 - A double green tick shows the child is secure with this objective.
 - A pink tick to show the child is working towards with this objective.
- ❖ Toolkits to be used when there is more than one objective being taught or a longer piece of writing.
 - Toolkits to be ticked by the teacher using green pen. The objectives around the edge can also be ticked when there is evidence.
 - Where there is evidence of an objective but not secure, a pink tick can be used.
 - When there is no evidence of an objective, a circle can be put around the non-negotiables such as capital letters, punctuation.
 - Use marking symbol key for writing.
- ❖ Adult support to be indicated with initials and / or note of resources / scaffolding used.

Appendix C

In all other curriculum areas:

- ❖ A lesson objective and date underlined evident for each piece of work – handwritten or on worksheet.
- ❖ Joined handwriting must be used when writing in all areas of the curriculum.
- ❖ Next to the objective:
 - A green tick to show the child is secure with this objective each week.
 - A pink tick to show the child is working towards with this objective.
- ❖ Incorrect spellings to be indicated by a sp and written under the writing. Children to copy these 3 times in pencil. Use professional judgement as to how many spellings to be marked and corrected. High frequency words should be highlighted for correction.
- ❖ Missing punctuation to be indicated by a pink 'p' and corrected using a purple pen.

Appendix D

Editing key for KS2.			
✓	correct response	●	incorrect response
✓✓	Impressive word / phrase/ sentence		
sp	Spelling Rewrite the spelling correctly three times at the end of the piece of work	W W	Wrong word choice Correct wrong word at the end of the work.
sph	spelling / homophone Indicate to children to choose the correctly homophone.	MW	Missing word Correct this at the end of the word.
C	capital letter Missing or incorrectly placed	G	Grammar incorrect tense, agreement etc
P	Punctuation :;!?"'()" -(Specific to year group relevance) Missing or incorrectly placed.	↻	Rewrite Complete again - reason will be given
?	Unclear meaning / find your error Correct your error at the end of your work		
//	New paragraph used by teachers or children	[]	Error / delete
green pen positive marking	pink any editing required	purple pen children's responses	