



Trinity St. Peter's

Church of England Primary School

where children shine

Marking and Feedback Policy

Intent

This policy intends to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective feedback at Trinity St Peter's.

Trinity St Peter's is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking serves the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood.

This policy has been developed in conjunction with current research on feedback and metacognition published by the Education Endowment Foundation.

Teacher Workload

In addition to clarifying our approaches to marking and feedback we have adopted the principles of the DfE's 2016 report on workload that 'marking should be meaningful, manageable and motivating'. Based on these principles, the school guidelines signal the school's commitment to reducing staff workload by removing unnecessary tasks and marking practices which do not impact positively on students' progress. They represent the minimum expectation of teachers in terms of the assessment of and feedback on students' work.

Assessment Strategies

At Trinity St Peter's, we want our children to retain, expand and apply their ever-growing knowledge. This is a central part of our curriculum. We acknowledge that there are three main types of assessment which fulfil important yet different roles in accomplishing this aim.

Diagnostic Assessment is used to evaluate an individual's strengths and weaknesses in knowledge and understanding of the curriculum. This, in turn, is used to inform future teaching and learning activities for individuals or groups.

Formative Assessment is an active and ongoing process in the classroom between teacher and pupil. It provides feedback for future planning and involves children in improving their own learning and knowledge retrieval and retention capabilities. It informs the teacher about the general level of understanding for different groups within class and helps inform next-step planning.

Summative Assessment – assessment of learning – is the means by which the progress of the children is monitored. This includes NFER tests, exit tasks, teacher assessments, formal end of term/year tests and end of key stage tests.

Feedback Strategies

The Education Endowment Foundation (EEF) studies show feedback has very high effects on learning if it is underpinned by the right principles.

Providing feedback serves one single purpose – to advance pupil progress and outcomes.

Three principles underpin effective feedback. Feedback should be:

1. Meaningful
2. Motivating
3. Manageable

Our Feedback Principles

At Trinity St Peter's, we believe that providing feedback to pupils is one of the most important tasks that we as teachers perform. A child is expected to produce work to the best of his/her ability and unless prompt feedback is given, this may negatively impact pupils' perception of the value of their work.

At Trinity St Peter's, feedback should:

- ✓ Develop metacognition and self-regulation of children in terms of leading their own learning
- ✓ Be clearly understood and used by pupils and (where appropriate) should clearly identify the next steps to success and improvement
- ✓ Evidence attainment against set criteria (e.g. learning goals)
- ✓ Give recognition, praise and encouragement for achievement and clear strategies/challenging targets for improvement
- ✓ Allow specific time for pupils to read, reflect and respond (Next steps/Find and Fix it)
- ✓ Enable learners (where appropriate) to develop independence and resilience through the use of peer and self-marking
- ✓ Provide evidence for teacher assessment, recording and reporting

Forms of Feedback

At Trinity St Peter's, we have two key forms of feedback: verbal and written.

This feedback can provide 'acknowledgement' of a pupil's effort or for the outcome of their task, or it can be used as 'developmental' tool to assist the pupil in progressing further.

Verbal Feedback

All adults in the classroom should be constantly giving 'live' verbal feedback to individuals throughout learning time. Verbal feedback should be given whenever possible. It can help to clarify misunderstandings or alternatively can extend the pupils' understanding. Verbal feedback motivates and encourages pupils and has been proven to be an extremely effective way in which to ensure pupils make rapid progress.

The way in which staff provide developmental verbal feedback, will follow our progression triangle (see below) and subsequently may involve prompting, providing clues, modelling or correcting. Alternatively, verbal feedback may challenge a pupil's thinking and encourage them to further develop.

With this in mind, verbal feedback could be a brief 'real time' intervention or it could be more in-depth. Brief one-to-one, 'real time' intervention does not need to be recorded - it is part of the Teaching and Learning process.

Verbal feedback can be given by teachers and teaching assistants.

Written Feedback

Consistency across Trinity St Peter's is important, and shared expectations of feedback helps everybody to be clear about what is required. For monitoring purposes, all written feedback should adhere to the following:

Green	Class Teacher
Purple	Pupil

Purple Pen of Power

When children edit/correct/check their own work, they do so using a purple pen. Children are also expected to use their purple pen when responding to feedback from peers and to teacher's marking/challenges.

Level of Support

Teachers and teaching assistants will acknowledge the amount of support that has been needed by using the following symbols

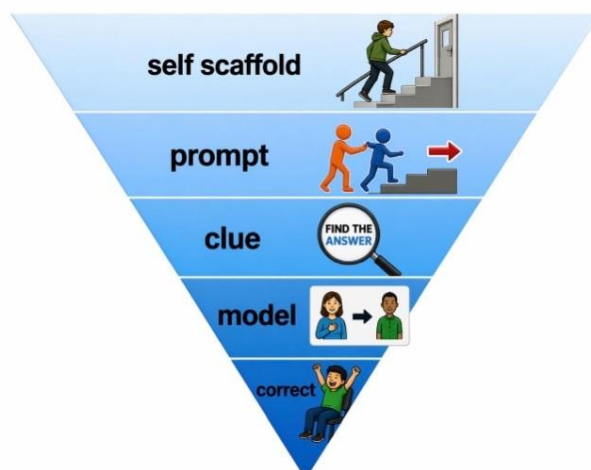
S	Supported
G	Guided

Acknowledgement Marking

Acknowledgement marking usually takes the form of ticks and dots. Ticks for correct or good responses, dots for incorrect responses. We also may give stickers and tokens.

Developmental Feedback

Teachers often refer to areas for development as 'Next Steps' and this language is familiar to our children. Teachers will use the guide below to decide how best to enable children to develop further and make progress. This may include written or verbal feedback and similarly may be provided on an individual, group or whole class basis.



1. Self-scaffolding

The default position is to observe pupil performance, allowing time and space for them to process, think and try the task independently

2. Prompting

This is where an adult might intervene with a nudge:

'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

3. Clueing

Often pupils know the problem-solving strategies that prompts are designed to elicit, but they find it difficult to call them to mind. Clues are a question or small piece of information to help pupils work out how to move forward. They should be drip-fed; always start with a small clue.

4. Modelling

Prompts and clues are less effective when pupils encounter a task that requires a new skill or strategy. This calls for layer four: modelling. Teachers and TAs, as confident and competent experts, can model while pupils actively watch and listen, then try the same step for themselves afterwards.

5. Correcting

Correcting is where adults provide answers and requires no independent thinking. Feedback should support pupils to become independent by providing only the minimum level of help needed.

Teacher judgement is applied to all of these techniques based on the stage and age of the child.

Next steps

We have a next step feedback strategy at Trinity St Peter's. This means that time has been built into sessions for children to reflect and act upon feedback. Children are expected to make the necessary revisions where required. This can be completed independently, with a teaching assistant or a teacher depending on the assessment of the work.

Children will usually use purple pens during this time and if a teacher deems it appropriate, a whole lesson may be set aside for next step actions. Children understand that we must carry out this process before we can develop our thinking, skills and outcomes.

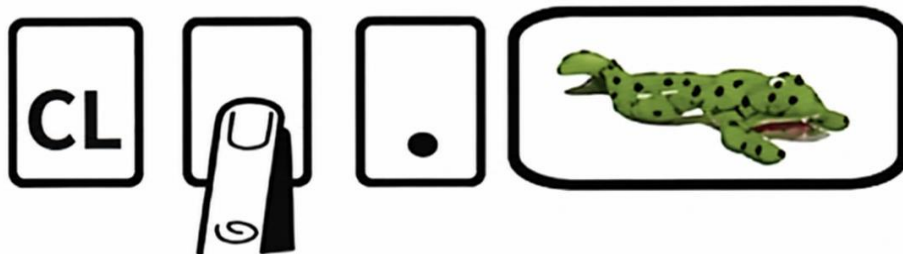
Reception/Year One: Next steps and use of the progression triangle need to be age appropriate and accessible to the children.

Pictorial or Written prompts/clues

When live marking the children's work, the teacher will leave pictorial or written prompts/clues in the work to enable the children to identify their own errors therefore developing metacognition.

Step One (Placed on desks / within classroom environment)

Pictorial representations will be used to prompt/clue the children to their areas of development.



Step Two

When ready, pictorial prompts will be replaced/supplemented with pink highlighted work and short, clear phrases and sentences. Children will be encouraged when possible to identify independently what needs to be corrected.

Teacher Responsibility

The class teacher retains overall responsibility for:

- The quality and consistency of marking and feedback.
- Ensuring feedback aligns with learning objectives and school expectations.
- Monitoring presentation, spelling, punctuation and basic skills.
- Identifying next steps and informing future planning.

Teachers must ensure that:

- All pupils' work is reviewed in time to inform the next lesson, ensuring that misconceptions are addressed promptly.
- Feedback is appropriate, meaningful and accessible.
- Basic errors (e.g. spelling, presentation) are addressed consistently.

Teaching Assistant Role

Teaching assistants, where available, can play an important role in supporting feedback *during lessons*.

Teaching assistants may:

- Provide live verbal feedback and support during tasks.
- Reinforce learning and address misconceptions in real time.
- Indicate where support has been given (e.g. using 'S' or 'G' as agreed codes).

Peer and Self -Assessment

Where appropriate, we will use peer and self-assessment. Peer tuition is recommended by the EEF and can support pupils' progress if used correctly. Peer tuition is used in an age appropriate manner and the children are taught how to support/tutor each other. If this strategy is used, the teacher will share clear criteria for the children to work with including spotting the positives and the next steps. The children will also be taught to assess work against the lesson goal only.

Presentation and Basic Standards

At Trinity St. Peter's, we believe that high standards of presentation and basic accuracy are essential to high-quality learning.

All pupils are expected to:

- Take pride in the presentation of their work across all subjects.
- Use neat, legible handwriting appropriate to their age.
- Follow school expectations for layout - e.g. date, title, underlining, margins (where appropriate).
- Use correct letter formation, including consistent use of capital and lowercase letters.
- Spell key everyday vocabulary accurately (e.g. days of the week, months of the year, common exception words), with errors routinely corrected.
- Apply age-appropriate spelling accurately, particularly from statutory word lists.
- Use basic punctuation correctly (capital letters, full stops, question marks, commas where appropriate).

Teachers are expected to:

- Model high standards of presentation at all times.
- Explicitly teach and reinforce expectations regularly.
- Address poor presentation and basic errors consistently and promptly.
- Ensure that incorrect or careless work is improved where necessary.

Spelling Expectations

- Age-appropriate spellings (including statutory word lists) should be corrected consistently*.
- Common exception words should be corrected in all subjects, not just English*.
- Repeated errors should be addressed through targeted support or intervention*.
- Pupils should be expected to correct misspellings as part of response time.

*While spelling is a whole-school priority, expectations must be applied with professional judgement and in line with pupils' individual needs, particularly for pupils with identified SEND (e.g. dyslexia, specific learning difficulties, processing or memory difficulties).

For such pupils:

- Spelling expectations should be individualised and realistic, based on starting points and targets from, for example, individual support plans.
- Teachers should prioritise high-frequency words, key vocabulary and curriculum-specific spellings over complete accuracy in all writing.
- Pupils may use support strategies such as word mats, phonics scaffolds, assistive technology, or adult support.

Where appropriate, teacher judgement should be used to limit correction overload, ensuring that feedback remains meaningful and does not negatively impact confidence, fluency or writing motivation.

Work Organisation Expectations

All written work must include:

- A correctly written date (appropriate format for year group).
- A clear title or learning goal, where appropriate.
- Underlining with a ruler (minimum KS2 expectation).
- Consistent use of margins where required.

Teachers must ensure:

- These expectations must be explicitly taught (or revised) at the start of the year.
- Errors in dates, titles or layout are corrected immediately.
- Expectations are applied consistently across all subjects.

MARKING CODES

Learning Goals/Dates

Learning Goals/Dates are to start on the left hand side, at the top of the page and underlined (short date in Maths and Handwriting books).

Highlighted Work

Highlighted questions/elements in pink denotes work which needs to be improved. (*"Pink to make you think"*)

For example:

Spelling error (to be copied correctly 3 times at the bottom of the page)

Capital Letter error

Vocabulary error

Full Stop error

Punctuation error

Omission

Grammar error

Cohesion

New Paragraph

(Explain in green pen if needed)

 - Next Steps (highlighted pink areas) – to be followed up using a purple pen, either during 'Find and Fix It' time after the lesson or through in-depth live marking in the moment.

Highlighted questions/elements in green may be used to denote work which is particularly impressive. (*"Green is supreme"*)

Overall Comments

Comments can be written at the end of work if necessary.

Positive features or areas of improvement following the  or  highlighted sections.

Positive comments, feedback and/or stickers, tokens to be given when appropriate.

Marking

All written comments must be written in **green** pen by the teacher.

APPENDIX FS

Visual Prompts

	Indicates a capital letter is needed or should be checked.
	Indicates a finger space is needed between words.
	Indicates a full stop is needed.
	Indicates the child should use Fred Talk to segment and attempt spelling.

APPENDIX KS1

Marking Code

G	Work was part of a g uided group.
S	Work was s upported by adult.
CL written next to word and error underlined	CL. tells child underlined letter should be a capital letter.
LC written next to word and error underlined	LC. tells child underlined letter should be a lowercase letter.
. and CL added	Full stop added and CL inserted in correct place to show child where sentence ends and new sentence starts.
Sp. written next to word and error underlined	Sp. tells child underlined word is spelt incorrectly.
Circled letter or number	Indicates the letter or number is the wrong way around.
	Underline sentences that do not read clearly.

APPENDIX LKS2

Marking Code

G	Work was part of a g uided group.
S	Work was s upported by adult.
●	Find it, fix it. One dot in the margin informs pupil there is an error on this line, which they are to find and correct. Two dots in the margin identifies two separate errors.
Sp. written in margin and error underlined.	Sp. tells child underlined word is spelt incorrectly.
Circled letter.	Indicates the letter is the wrong form (should be capital or lowercase).
Circled number.	Indicates the number is the wrong way around.
○	Indicates the missing punctuation.
^	Indicates missing word/words in a sentence.
→	Indicates next steps in learning.
	Underline sentences that do not read clearly.
/	New line.

APPENDIX UKS2

Marking Code

G	Work was part of a g uided group.
S	Work was s upported by adult.
●	Find it, fix it. One dot in the margin informs pupil there is an error on this line, which they are to find and correct. Two dots in the margin identifies two separate errors.
Sp. written in margin and error underlined	Sp. tells child underlined word is spelt incorrectly.
Sp. written in margin and correctly spelt letters are ticked Example: ✓ ✓ ✓ ✓ c i r c e l	Sp. tells child underlined word is spelt incorrectly and the ticked letters above the word show the part of the word that is spelt correctly.
^	Indicates missing word/words in a sentence.
→	Indicates next steps in learning.
	Underline sentences that do not read clearly.
//	New paragraph.
/	New line.