



Reaching our Potential Together in Christ

Marking and Feedback Policy

Contents:

Christian Vision Statement

Statement of intent

1. **Legal framework**
2. **Roles and responsibilities**
3. **Workload**
4. **Presentation of Work**
5. **Marking**
6. **Feedback**
7. **Remote learning**
8. **Monitoring and review**

ST MARY MAGDALEN'S CHURCH OF ENGLAND PRIMARY SCHOOL'S
VISION STATEMENT

'To live and live splendidly' John 10:10
By reaching our potential together in Christ.

We believe that through the teaching of God's word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, **'live and live splendidly' John 10:10 'By reaching our potential together in Christ.'** We endeavour to provide a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do ***Galatians 5:22-23. It is our vision to inspire our children by creating a love of learning throughout our unique curriculum. We worship by celebrating our uniqueness in the acceptance and respect all our differences whilst remembering our faith's diversities and spirituality. John 13:34.***

Statement of intent

St Mary Magdalen's CE Primary School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

-  Informs pupils about what they have done well and highlights areas of improvement.
-  Supports pupils' confidence in learning, contributing to accelerated learning.
-  Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
-  Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

-  DfE (2021) Teachers' Standards
-  DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
-  DfE (2014) 'The national curriculum in England: Key stages 3 and 4 framework document'
-  DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

The policy is implemented in conjunction with the following school policies:

-  Primary Curriculum Policy
-  Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The headteacher is responsible for:

-  Ensuring that this policy is implemented, monitored and remains effective.
-  Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
-  Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all Key Stages within the school.

Every Key Stage Lead's are responsible for:

-  Ensuring all members of staff within their Key Stage are aware of the school's procedures in terms of marking and providing feedback.
-  Monitoring the effectiveness of this policy within their Key Stage and reporting their findings back to the headteacher.
-  Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching staff are responsible for:

-  Ensuring that they adopt this policy when marking and providing feedback.
-  Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
-  Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
-  Ensuring that pupils understand the feedback they have been given.
-  Allowing pupils to ask questions in regard to any feedback they have received.

3. Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given and instruct pupils to record this feedback in their exercise books for review, as appropriate.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

3. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

If a teacher has a query, Leads of each Key Stage will be available to offer guidance and support regarding the school's procedures.

If a teacher is unsure about the effectiveness of their own practices, the Leads of each Key Stage will help with developing an approach to marking and feedback that is more suited to the teacher.

4. Presentation of work

Maths:

-  Always work in **sharp** pencil. Erasers are given at the teacher's discretion.
-  Start every piece of work with the date – short, 6 digit, on the left hand side.

English:

-  Once children consistently producing neat and correctly formed script handwriting, the teacher will send the child with their books to the Headteacher who will award a handwriting licence and pen as appropriate. Otherwise a **sharp** pencil is to be used.
-  Always underline the headings – this should be done in **sharp** pencil until using a pen.
-  If a mistake is made rule one line through it neatly.
-  Erasers are given at the teacher's discretion.
-  **KS2** Start every piece of work with the long date – Monday 6th September 2026
-  Place the LO: on the next line down, both to be underlined with a ruler.
-  **Rule off** under the previous days work if appropriate.
-  All rulings should be on lines already printed.
-  All worksheets should be dated.
-  **Year 5** will write in black pen after a writing assessment takes place in September, discretion will be taken by the Lead Adult. All children will use pen by **Spring Term**.

Science:

-  KS2 Always use the short date – 6 digit.

Foundation subjects:

-  Follow the rules as for English.
-  Colouring should be done in pencil crayon (unless deemed appropriate to use felt tips by the teacher).

5. Marking

ELM CLASS – YEAR ONE

Learning Objective and Date printed out and stuck in books.

Lead adult marks in **PURPLE**

Highlight positives in **PURPLE**

Highlight annotations that need to be made in **PURPLE** with a **code** in the margin or at the beginning of the line and **underline** where the annotation needs to be made.

Codes

SP	Spelling
CL	Capital Letter
P	Punctuation
GR	Grammar
I	Independent Work
S	Supported Work
G	Group Work
PW	Paired work
V	Verbal dialogue about the work between the child and the lead adult, brief description of the discussion to be written.
LOA	Learning Objective achieved
LOPA	Learning Objective part Achieved
Supply Teacher	Must initial all work
Student	Must initial all work

All work **MUST** indicate whether the work has been completed independently, supported 1:1 or group work

ENGLISH AND MATHS TO BE MARKED DAILY

SCIENCE, RE AND FOUNDATION READY FOR THE NEXT LESSON

When marking, **YEAR EXPECTATIONS** on **SPELLING, LETTER AND NUMBER FORMATION** **MUST** be highlighted to the child and then child to correct in **GREEN PEN**.

Where possible live marking

A range of adults marking books

Next steps these are intended to challenge, extend, embed the child's, learning or correct misunderstandings and should be related to the learning objective or a personal target.

They do not need to be provided after every piece of work.

Time at the beginning of each lesson needs to be given to ensure that the pupil has successfully acted upon the feedback and this **MUST** be observed in future pieces of work.

ASH CLASS – YEAR TWO

Learning Objective and Date printed out and stuck in books, **SUMMER TERM** introduce written format, this **needs** to be copied correctly.

Lead adult marks in **PURPLE**

Highlight positives in **PURPLE**

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CHESTNUT CLASS - YEAR 3

SYCAMORE CLASS - YEAR 4

Learning Objective to be in written format, this **needs** to be copied correctly.

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BEECH CLASS – YEARS 5

OAK CLASS – YEAR 6

Learning Objective to be in written format, this **needs** to be copied correctly.

Lead adult marks in **PURPLE**

Highlight positives in **PURPLE**

Highlight annotations that need to be made in **PURPLE** with a **code** in the margin.

Codes

SP	Spelling
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Marking in maths

Teachers will use the following techniques when marking in maths:

-  In Maths Years 4, 5 and 6, mark own work, which needs to be checked by the Lead adult.
-  Teacher marks in **PURPLE** and children annotate work verbally in **GREEN**
-  Ticking correct answers and leaving a dot on incorrect answers
-  When possible, providing immediate feedback to pupils to show them how to reach correct answers
-  If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again
-  If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged

6. Feedback

Feedback should be given to:

-  Motivate pupils.
-  Address misunderstandings.
-  Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding.
 - Reinforcing a skill or piece of information.
 - Improving on a pupil's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

-  Clearly outlining which subject content will be covered in each class.
-  Explaining the areas pupils will need to understand.
-  Having a clear plan in mind for the progression of learning in the subject.
-  Having a final goal in mind for the month/term/year.
-  Having a number of progression plans that account for all abilities in the class.
-  Making it clear what the objectives are from week to week, as well as final expectations.

7. Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Remote Education Policy.

Work completed at home will be submitted via the school's e-learning portal.

Where pupils are working remotely, classroom teachers will consider setting online quizzes to help pupils gain feedback on their work.

Teachers will offer feedback on a sample of the work completed by pupils online, and will not rely solely on online quizzes and educational games for pupils to understand how well they are learning.

Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils and ensure they can keep to it.

Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood.

The SENDCO will contact parents of pupils with SEND to ensure they are completing their work and have adequate support to do so, in line with the SEND Policy.

Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performance.

The main method of pupils receiving feedback will be done through the school's virtual learning portal.

Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.

To minimise the impact on their workload, teachers will conduct group feedback sessions – these sessions will include discussions around how pupils came to their answers/conclusions.

8. Monitoring and review

This policy is reviewed annually by the headteacher.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

The scheduled review date for this policy is **SEPTEMBER 2026**