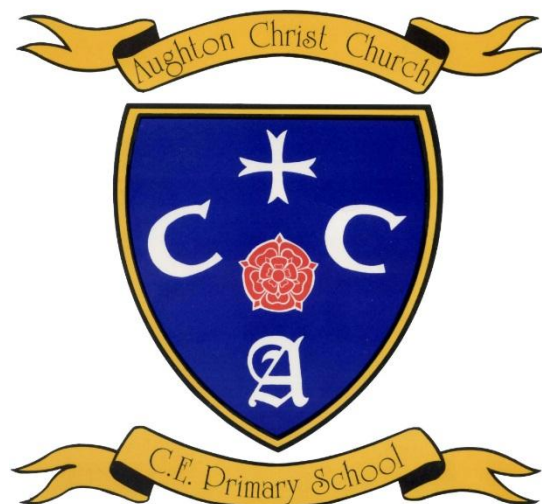


Aughton Christ Church C of E
Primary School

MARKING AND FEEDBACK POLICY

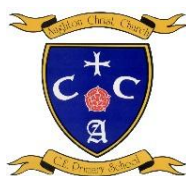


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Contents

1. Introduction	3
2.Aims	3
3. Princpals of Marking Feedback	4
4. Marking and Feedback Process	4
5. Teacher Marking	4
6. Pupil Marking	5
7. Independent Editiing	6
8. Review	6



Aughton Christ Church C of E Primary School

Marking and Feedback Policy

1. Introduction

At Aughton Christ Church C.E Primary School we are committed to providing relevant and timely feedback to pupils both orally and in writing, this policy is concerned with ensuring a consistent approach to marking and feedback across the school and to ensure the involvement of children in extending their own learning. We believe that marking should enhance learning through:

- Drawing attention to what children need to do to improve.
- Providing feedback on what they have done so far.
- Encompassing Assessment For Learning (AFL) in order that children take responsibility for their own learning.

2. Aims

- To check children's knowledge on taught concepts.
- Raise children's self-esteem and through praise for what they do well and encourage them to raise their aspirations.
- Gauge the children's understanding and identify any misconceptions.
- To demonstrate what the children's strengths are and how they can improve their work in the future through timely and high-quality feedback.
- Create an ethos where mistakes are acceptable as long as learning allows children to remedy them.
- Embed opportunities for the child to learn how to assess their own work critically in order to create independence in learning and responsibility their own improvements.
- Embed opportunities for the children to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- Create an ongoing conversation between child and adult which will aid progression.
- Create challenging but achievable targets for improvement.
- Provide a basis for summative and formative assessment.
- Provide a basis for lesson planning.
- Establish a consistent approach to marking against specific learning criteria so that children understand how their work is marked.

3. Principles of Marking and Feedback

The following principles should underpin all marking and feedback:

- It should be positive and motivating for children.
- It must be at the child's level of comprehension **unless** the written feedback is also shared verbally by a key adult to support teaching and learning and is supporting assessment. This can apply in particular for children in EYFS and KS1.
- Feedback can be given verbally and marked as VF.
- Feedback should be given promptly and regularly.
- It ought to give recognition to **effort** and **achievement**, noting improvements made.
- The process should directly engage the child, either orally or through written response.
- Where deemed appropriate, it should give clear strategies for improvement focusing on one or two areas at a time which link into the learning objectives or learning targets for the child (which may be cross curricular).
- Time should be given for children to consider marking feedback and for them to respond to them.
- It should promote children's self-assessment, linking marking and feedback into the wider process of engaging the child in their own learning.
- It should also provide information to the teacher on whether key knowledge has been understood and retained and to inform assessment, planning and future teaching and learning.
- It will provide information to the teacher regarding pupil progress.
- It can be given by any key adult with whom the child is working.
- It can be given by a peer as part of the learning process.
- It must positively affect the child's progress and learning outcomes.

4. Marking and Feedback Process

Before a piece of work is undertaken, children should be clear about what is going to be assessed when the work is marked. The Learning Objective (LO) should be clearly written on each piece of work enabling adults and pupil to mark effectively against the learning objective.

5. Teacher Marking

The main forms of marking and feedback will be used as follows:

i. Verbal Feedback from an adult

Teachers will continually check children's knowledge throughout the lesson and give verbal feedback to ensure children's understanding. Direct contact with the child and discussion of the work is particularly appropriate with younger, less able, children with SEND or less confident children and a record of this may be written where appropriate as VF in the child's book. In respect of subjects such as PE and Music, it may be predominantly if not exclusively verbal.

ii. Written Marking

Written marking will adhere to the school handwriting policy to ensure good modelling of handwriting. Where appropriate, teachers or key adults will provide written feedback on children's work. When a LO has been achieved, the teacher will mark as LO met in green and if appropriate a colour system is used age appropriately throughout the school using coloured writing pens:

Green: to identify the learning objective has been met and where appropriate to identify achievements in relation to the success criteria or child's individual targets that are praiseworthy. Teacher can also rewards for effort and achievement age appropriately: EYFS, KS1 and KS2 - house points up to a maximum of 5 per piece of work written in book using - HP.

Orange: to give next steps in learning or to target a specific area for improvement in order to meet the learning objective, success criteria or individual pupil target. This may include questions, reminders, scaffolding/modelling. It may also include instruction for redrafting, correcting mistakes or presentation in line with our policy. This may, but not always, require a response from the child to address the area highlighted.

When appropriate, spelling errors will be indicated by a  drawn underneath the incorrect word. Where the lesson objective is not spelling, errors will be only corrected where the word relates directly to the current spelling objectives, common words related to the year group, harder to read and spell words (EYFS and KS1) or specific technical vocabulary.

Where appropriate, punctuation errors will be circled.

If a child has corrected an error, it will be marked with a 'C' by the teacher, to show it has been corrected.

For SEND/low ability children or children with specific spelling difficulties, it will be left to teachers' professional judgement whether to correct spellings.

Marking should be regular, kept up to date and promptly returned to children.

Marking feedback time should be built into the day and/or lesson time for the children to respond to marking feedback, absorb any comments and improve their work, especially in core subjects.

When marking writing assessment work, teachers will use highlighters to identify when the children have shown they have achieved. This will follow a colour code for each term:

orange – autumn

green – spring

yellow - summer

iii. Independence Level

In order for the teacher to evidence progress and understand how independently a child has met learning objectives, a record may be made to show what level of support was given.

Work supported by a Teaching Assistant may be marked by them with a 'TA', they may also add a note indicating what level of support the child received.

6. Pupil Marking

In order to engage the child in their own learning, children should have the opportunity to look critically at their own work and that of others. As part of pupil marking, pupils may mark their own work throughout the lesson as a teacher is checking knowledge.

Subsequently, they should be able to offer suggestions to correct or improve work in relation to learning intentions.

Suggestions may be verbal or in writing using the teacher marking systems outlined previously. All peer marking will be against success criteria given by the teacher either verbally or through the use of a written success criteria. Pupil marking should always be in purple pencil for KS1 and purple pen for KS2 and will also be checked by the teacher.

7. Independent Editing

Where appropriate, teachers may choose not to comment on a section of work but ask the child to redraft/improve it themselves before any direct feedback is given. This should only be done when the child has the necessary skills to complete the work but needs to be encouraged to apply these more fully.

8. Review

This Policy is subject to ongoing review; however, will be reviewed no later than September 2027. All staff have received a copy of this policy.

Policy Leader / HT*	David Kennedy
Assistant Headteachers and Key Stage leads	Fiona Chapple (KS2) Clare Geeson (EYFS and KS1)
Chair of Governors	Neil Heyes
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