



## Marking and Feedback Policy

Reviewed on	2025/26, Term 2	Review frequency	Annual
Next review due	2026/27, Term 2	Template Yes / No	Yes
Owner	SLT	Approved by	Board of Trustees

## General Principles

- All marking and feedback should be meaningful, manageable, and motivating.
- Feedback can be verbal, written, or whole class-based, depending on the context and learning objectives.
- Purple pens are used by pupils for self-assessment, peer assessment, and responding to feedback.
- Teachers should ensure that feedback is timely, allowing pupils to act on it promptly.
- Green highlighters should be used to identify correct use of a strategy.
- Pink highlighters should be used to identify misconceptions and areas for development, where appropriate.
- All work should be annotated (by teacher or child) to show level of support or independence.

M-**Modelled**- teacher has given an example and the child has copied a worked example.

G- **Guided**- teacher has supported the child to complete the learning.

I- **Independent**- the child has completed the task independently.

## Marking and Feedback in English Books

### Teacher Marking

- For all steps of the learning journey, the LO for each step should be highlighted green or pink depending on the child's outcome.
- Use the KPI marksheet for every final independent write to track progress against key performance indicators to provide clear, constructive feedback on final outcomes, focusing on:
  - - Achievement of the Learning Objective (LO)
  - - Use of purpose and form (as stated on the green LO slip)
  - - Grammar, punctuation, and spelling (GPS)
  - - Structure and cohesion of writing

This feedback will facilitate the child's editing.

### Verbal and Whole Class Feedback

- Use verbal feedback during lessons to address misconceptions or highlight strong examples.
- Scaffolds can be provided to support children with their learning.

## **Pupil Editing and Response**

- Pupils use purple pens to:
  - - Edit their own work (self-editing)
  - - Respond to teacher or peer feedback
  - - Improve mini writes and final writes on the right-hand page

## **Marking and Feedback in Maths Books**

### **Teacher Marking**

- The LO for each step should be highlighted green or pink depending on the child's outcome.
- Mark neatly presented work with clear feedback.
- Focus feedback on:
  - - Accuracy of calculations
  - - Use of mathematical methods
  - - Presentation (e.g., numbers in squares)

### **Verbal and Whole Class Feedback**

- Use verbal feedback during lessons to address errors or misconceptions.
- Whole class feedback can be recorded in books or shared verbally, with pupils responding in purple pen.

## **Pupil Editing and Response**

- Pupils use purple pens to:
  - - Mark their own or a peer's work
  - - Edit errors and correct misconceptions
  - - Respond to teacher feedback

## **Marking and Feedback in all other subjects**

- The LO for each step should be highlighted green or pink depending on the child's outcome as a minimum.
- Mark neatly presented work with clear feedback if required.
- Reward children for successful work with house points or the achievements book.