



Marking and Feedback Policy

February 2025

PURPOSE

This policy acts as a guide to marking to ensure a commonality of expectations and consistency of approach throughout school.

RATIONAL

Marking and feedback needs to be appropriate and relevant for each subject and accessible to all pupils. It should be focused and constructive supporting children to move forwards in their learning.

PRACTICE

Marking and feedback must:

- be regular, constructive and consistent throughout school to contribute to the raising of standards
- contribute to children's understanding of the school standards and expectations
- be specific, simple and easy to understand
- allow children to respond to feedback
- be given and acted on promptly
- insist on the highest standards of presentation and effort from individuals

When marking and feedback is effective:

- it focuses on the learning objective and success criteria and next steps clearly link to these
- it allows children time to read and act on development points
- it informs planning and next steps for the teacher
- impact can be seen on future pieces of work

GENERAL MARKING STRATEGIES – Teachers will mark using **GREEN PEN.**

As well as being effective in moving children's learning forwards, marking and feedback needs to be purposeful for the teacher while allowing them to manage their workload.

Triangle Marking

A triangle marking system is to be used to indicate children's success towards the learning objective at the end of a piece of work.



A full triangle will be used to indicate that a child has fully met the learning objective.



Two sides of a triangle will be used to indicate that a child has partially met the learning objective.



One side of a triangle indicates that a child has not met the learning objective.



The next step symbol will be used to indicate that pupils have a challenge or other task to complete. Children respond to all next steps in **PURPLE PEN** (Years 2-6) or **PENCIL** (Year 1).

Next Steps

A next step the pupil is asked to complete could be:

- a challenge that has been stuck into the pupil's book
- a question asked by the teacher for the pupil to answer
- a spelling that needs correcting
- margin marking (see below)

Not all next steps will be indicated on pupil work as, in many cases, these will be addressed by the teacher during subsequent lessons or whole class teaching.

Margin Marking

Margin marking is code based marking relating to grammar, punctuation and spelling. The teacher places a code in the margin on the same line as there is an error. The child then identifies and corrects the mistakes on that line in **PURPLE PEN**.

Margin Marking Codes	
? . , ! " " ; : Aa ...	Find the missing or incorrect punctuation
sp	Spelling mistake – the correct spelling to be provided in KS1 and if needed in KS2
gr	Find the grammatical mistake
^	Add in the missing word – this may also be indicated within the line to help some learners identify where the missing word should go.
VF	Verbal feedback given

The teacher should not identify every mistake but use professional judgement in deciding the number and type of mistake. These should be appropriate to an individual child's level and year group expectations.

Pupil's should be provided with sufficient time within the school day to check teacher feedback and complete any next step challenges or margin marking. Further support may be given in this time to individual pupils or to the whole class to correct significant misconceptions.

Self / Peer Evaluation Marking

Where possible, children will mark their own work, or that of a peer. For this they will use a **PURPLE PEN** and will be guided by the teacher on how to mark or evaluate the work effectively. Teachers will monitor the effectiveness of self / peer evaluation marking and adapt approaches where necessary.

General Comments and Praise

Teachers may add occasional comments to praise or motivate pupils or to recognise significant achievement. Stickers or showing work to the Headteacher or other significant adult in school may also be used to help motivate pupils and engage them with their learning.

ORGANISATION AND PRACTISE

At Coupe Green Primary School we have agreed to:

- Use a variety of marking and feedback strategies to develop self-evaluation.
- Model good practice in marking to children as part of our teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide oral feedback wherever class discussion takes place or in a focused group.
- Provide effective feedback to children about their work. Recognising this will take many forms, depending on the nature of the task and the time available.
- Create a system of codes which can be used as part of the marking process and which is consistent throughout school.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions i.e.: FIX IT time. We recognise that in order for marking to be formative the information must be used and acted upon by the children.

NON-NEGOTIABLES:

- Ensure all adults handwriting is clear, child friendly and understood by the pupils.
- Ensure the adults handwriting is in line with our school policy.
- Ensure all marking by adults and pupils uses the agreed pens.
- Marking should be neat and tidy.
- Marking should challenge the pupil, when required.
- There should be an equal balance between recognising how the child has moved towards the clear learning objective with opportunities to extend their learning further.
- Marking should be efficient and consider the workload of teachers.
- There should be a balance between the teacher and peer / self-evaluation marking (AfL) as pupils progress through school.
- Marking should be easy to understand for all ages - use of symbols.

MONITORING ARRANGEMENTS

All members of staff are expected to be familiar with the policy and to apply it consistently. Marking will be monitored and moderated during work scrutiny.

Reviewed Date: February 2025