



FEEDBACK AND MARKING POLICY ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's C.E. Primary Academy in relation to feedback and marking. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the school's approach to feedback and marking to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's feedback and marking practice and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES

The purpose of our policy is to make explicit how teachers in our school mark to provide pupils with feedback. All members of staff are expected to be familiar with this policy and apply it consistently while taking into account the age and ability of the children. It is important to provide constructive and specific feedback to children, linked to the lesson's learning objective, success criteria and any targets. Any feedback should relate to successes and improvement.

Effective feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

PRINCIPLES AND RESEARCH

The [Department of Education Review](#) mentions three main principles. It should be:

- 1. Meaningful - Is it moving children's learning on? If so, then it's meaningful. How you make marking meaningful will depend on the age of your class and what works best for them.*
- 2. Manageable - This means that the time needed for marking is manageable and feedback can be delivered in a range of ways. Time taken for marking has been taken into account when planning your timetable and workload.*
- 3. Motivating - The purpose of marking should be to help to motivate pupils to progress. This can be delivered in a range of ways including short, challenging comments or oral feedback.*

'Very clear objective and success criteria to make marking as specific and actionable as possible is likely to increase pupil progress ... providing clear success criteria for a piece of work is associated with higher performance. Given this wider evidence, setting clear targets in marking (using success criteria), and reminding pupils of these before they complete a similar piece of work in the future, appears to be a promising approach.' - [Education Endowment Foundation \(EEF\)](#)

Marking and feedback must:

- be specific and relate to the learning objective (displayed by the teacher in every lesson as 'To...') and be explicit in naming the skill.)
- be linked to the 'Success Criteria' specified and agreed upon by teacher and children
- focus on the learning for the lesson
- be used for assessment for learning to identify where children are in their learning, where they need to go and how best to get there
- give recognition for achievement and clear strategies for improvement
- be manageable for teachers and accessible to children
- allow specific 'Fix It' time for children to read, reflect and respond to marking, involving them in self-assessment
- inform future planning of lessons including target setting
- encourage children to be motivated to improve

HOW WE FEED BACK AND MARK WORK

Reviews of learning achieved by the children should take place at regular intervals throughout the lesson. These 'mini reviews' should be used in response to learning within lessons, to provide regular opportunities to assess learning, challenge and move learning on. Where possible, teachers and LSAs should 'walk the floor' giving instant verbal feedback to pupils.

The children will have regular reminders in a lesson of the learning objective and the steps needed to be successful in learning. Misconceptions can be discussed with individuals, groups or with the class. The lesson will ultimately refocus on the learning objective, for example in the plenary, when children will self assess or demonstrate their learning orally or in other forms. Staff should praise specific learning. Working with targeted individuals and groups of pupils in guided work focuses children's learning, providing instant feedback and challenge.

All adults who mark the work of the children they are assisting must also follow the policy. Where children are part of guided activities, opportunities to respond to verbal feedback could take place immediately.

Written feedback/marking:

Errors v mistakes (EEF)

(A 'mistake' – something a student can do, and does normally do correctly, but has not on this occasion – and an 'error', which occurs when answering a question about something that a student has not mastered or has misunderstood.)

If a student is judged to have made a mistake, it should be marked as incorrect, but that the correct answer should not be provided. Providing the correct answer meant that pupils were not required to think about mistakes they had made, or recall their existing knowledge, and as a result were no less likely to repeat them in the future.

Errors result from an underlying misunderstanding or lack of knowledge, it is most effective to remind pupils of a related rule, (e.g. 'apostrophes are used for contractions'), or to provide a hint or question that leads them towards a correction of the underlying misunderstanding. It is suggested that simply

marking the error as incorrect (as if it were a mistake) would be ineffective, as pupils would not have the knowledge to work out what they had done wrong.

MARKING

1. Edit and improve model - addressing *misconceptions (errors)* and *success criteria* not achieved.

- Complete the lesson as normal, giving **clear objectives and success criteria**.
- Where possible and practicable, walk the floor/hold mini plenaries with children reading out their work etc. and give instant verbal feedback.
- After the lesson, look through the books. Identify one child's work as the **WAGOLL**. The WAGOLL will be used at the start of the next lesson, identifying success criteria and objective achieved to a high standard. The child is named - positive reinforcement.
- Identify any **success criteria not achieved** or any **common misconceptions** in the books.
- At the beginning of the next lesson, use a child's book (without naming the child) and **TEACHER MODEL** how to make the necessary improvements.
- Children then have time to edit and improve their work (fix-it time), following the teacher modelling ideas and where possible, with a partner for peer assessment. Improvements that are brief can fit neatly within the work from the previous lesson. However, if the improvements are longer (e.g. a new sentence is needed) the child will draw a small triangle to show where the improvements should be within the work and another small triangle at the beginning of the new, improved work.
- On occasions where a child does not need to make any improvements to their work, a question can be given to challenge the learning further. This can be recorded in the books with a Q. followed by the question, and the child's response.
- Teachers should plan for all of the above to take place as part of their daily classroom routine.

2. *Mistakes* versus *misconceptions*

- ★ Where children have made a mistake that they should know (e.g. **spelling** or **grammatical** mistakes including **punctuation**) these can be underlined in a **green** wiggly line.
- ★ No more than three mistakes underlined.
- ★ Mistakes should be **stage appropriate** and something that the child can correct themselves - they may need to use resources from the classroom to help e.g. dictionaries, displays around the room, or a partner.

Presentation

Teachers should have high expectations of the presentation of work and this is modelled by the teacher through the marking. All adult handwriting on children's work must follow the Year group's handwriting policy. Where the teacher feels a child needs to practice their handwriting by rewriting a sentence, put a **green triangle** at the beginning of the sentence to be written again using the handwriting policy. If needed, the teacher may decide to model the handwriting in the child's book for the child to copy.

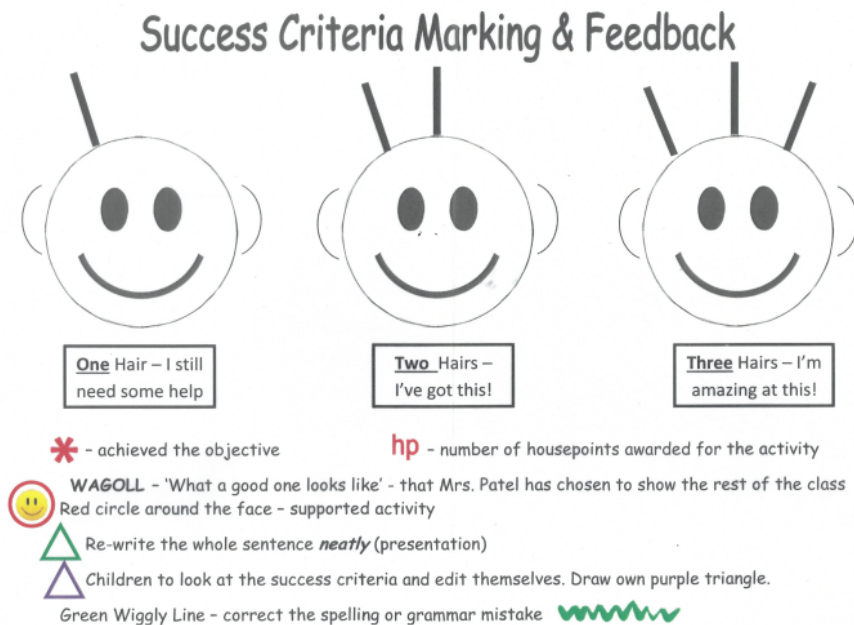
- Reception – printed letters.
- Key Stage One – printed letters with consistently correct letter formation (may begin joining mid year 2 after discussion with SLT)
- Key Stage Two – joined handwriting

Children's editing should be in **Purple Polishing Pen** from Year 2 upwards and in pencil in Year 1.

Self assessment

Children to put **small purple ticks** above words/phrases/ elements of the work where they know they have achieved the success criteria.

Every child should draw a smiley face at the end of their work to show how successfully they think they have achieved the objective and the success criteria the following must be displayed in all classrooms for pupils and staff to refer to:



- The smiley face should be neatly drawn in pencil and of an appropriate size. If a child has been supported in their work, draw a **red circle** around their smiley face. (Any children in year 1 struggling with drawing the smiley face can use the smiley face table as used in Reception until the child is ready.)

Rewards

- Award the children **up to 5 house points (in red - 5hp)** to show how successfully they have achieved the objective and success criteria, taking into account differentiation and effort, to make sure all children have a chance to receive 5 points.
- If the objective and success criteria have been fully achieved to a high standard, put a **red star** next to the house points mark.

- The book which has been selected as the WAGOLL must have **WAGOLL (in red)** written at the end of the work.

Peer assessment

Children are encouraged to actively support each other by orally peer marking each other's work, giving advice on improvements that can be made throughout the marking process. For more detailed peer assessment, children may use the 'two stars and a wish' frame (**see appendices**) identifying two positive features and one area to be improved. This will be modelled by teachers to ensure children treat each others' books with respect, are written neatly and are linked to the success criteria. Children do not write in other children's books unless completing the marking frame.

Editing and improving the final independent written task in English

Where children are expected to self check, edit and improve their own work, they will be provided with marking frames and appropriate checklists such as visual marking strips and genre specific next steps frames to assist with self marking. (**see appendices**) This should be planned into the English writing phase, allowing enough time for children to edit and improve their work fully.

- Children should work in pairs, one book on top of the other.
- The child's work on top should be read out by the writer, with the partner listening and reading along.
- The partner offers advice to the writer, based on success criteria identified by the teacher.
- The writer may then edit and improve their own work based on the suggestions from the partner. Children do not write in each other's books.
- The children swap books and repeat the process.

Class teachers will use visualisers or photographs of children's work on the interactive whiteboard to model and teach the skill of editing and improving, and working walls will display key prompts to enable children to make improvements. Children will use a **Purple Polishing Pen** to show their improvements.

Maths

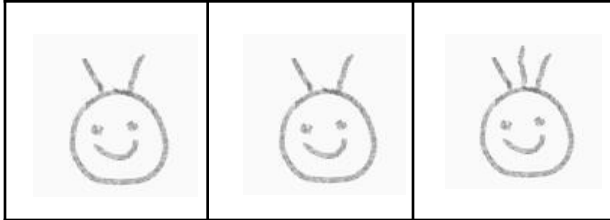
- Work in Maths is completed throughout the lesson, at different stages (e.g. 5 questions answered, then 'tick and fix'). This allows for instant feedback, addressing of misconceptions and for children to correct mistakes.
- Children should neatly self mark their work in **Purple Polishing Pen** from Year 2 onwards, including any amendments or annotations. Children in Year 1 use pencil.
- Teachers should check through books before the next lesson to identify any misconceptions that have not been picked up during the lesson, and also to monitor children's self marking.
- Any common misconceptions should be addressed at the beginning of the next lesson before moving on to the next objective.

Self marking

Where it is beneficial to self mark work in other curricular subjects, this is also called 'tick and fix', with year 2 upwards using **Purple Polishing Pen** and Year 1 using pencil.

EYFS

- Children are given instant verbal feedback whilst working in groups. Key workers annotate children's work in **red pen** making notes of observations linking to the Early Learning Goals.
- Any letters and numbers formed incorrectly are underlined with a **green** wiggly line. The correct letter/number formation is then modelled below the work for the child to practice immediately after the work is completed, giving instant feedback.
- A smiley face table will be placed on each piece of work (see below). Children will self assess their work by circling the smiley face, using the same criteria as the rest of the school.



- Children are rewarded for good work using Classdojo good points. During the Summer term, rewards will transition to the use of house points, in preparation for Year 1.

MONITORING AND EVALUATION

The Headteacher, Senior Lead Team, Governors and Subject Leaders will monitor the impact of marking on pupil progress.

Monitoring takes place to:

- ensure that a consistent approach towards marking children's work takes place
- ensure marking helps pupils to understand how they can improve their work
- consider how effective marking is to move learning on
- ensure that high expectations of what pupils can achieve is evident.

RESPONSIBILITIES

- All relevant staff will ensure that feedback and marking is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

Policy reviewed: May 2026

By: H.Munshi

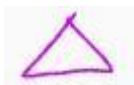
Agreed by Governors: _____

Next review date: May 2028

APPENDICES

MARKING CODES

Code	At end of piece of work
	Child - put above elements of the work where they think they have met the success criteria.
	Child - draw a self-assessment smiley face.
	Adult - circle the smiley face in red if the child has been supported with their work
Code	Teacher marking
	Teacher - underline <u>mistakes</u> the children should be able to correct independently.
	Teacher - draw a green triangle to identify a sentence/line of work you want the child to write out again in their neatest handwriting.
	Teacher - award house points according to quality of the work against the success criteria, thinking about the child's ability and efforts.
	Teacher - put a red star after the house points for a piece of work completed to a high standard.
	Teacher - write WAGOLL in red next to the piece(s) of work chosen as the model example for the beginning of the next lesson.
Code	Beginning of next lesson



Child - address any green marking from the teacher. For extended improvements, draw a purple triangle to show where editing/improvements should fit within the work.

Self-evaluation



Peer marked by -