

Christ Church CE; Lark Hill & Lewis Street Primary Schools

Marking and Feedback Policy



Date	Autumn 2025
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Designated Governor	R.Byrne
Signed	

This policy gives guidance to staff on the purpose, types and frequency of marking.

Aims

All marking and feedback should have a clear purpose for either the pupil or the teacher depending on the learning objective or success criteria. Feedback will enable pupils to make progress in their learning and be manageable for both the child and teacher.

Purpose of marking and feedback

- To inform the teacher of the pupil's progress and needs for future planning.
- To provide feedback and praise about current work, that will support progression.
- To provide opportunities for self-assessment, where the pupil can recognise their areas for improvement and mistakes, and encourage them to accept help/guidance from others.

Marking in Early Years

- Green pens to be used at all times by teachers and black by LSAs.
- Children's work/independent tasks must always be dated and if completed independently should be marked with an 'I'.
- Adults should annotate the work as they work with the children, and read this back in child friendly language.
- Positives/successes should be marked with a tick.
- Next steps/items to work on should be marked with an arrow.
- Highlighting can be used to celebrate and demonstrate areas for improvements, as further up school.
- Incorrectly spelt 'Red' words identified with a green squiggly line (depending on phonics level). Teachers can either model correct spelling for pupil's to practise or pupils will self-correct.
- Teacher's written feedback should model the handwriting policy/expectations.

Marking in KS1 and KS2

- There are various symbols that can be used to show pupils what they need to do to improve their work. These symbols are dyslexia friendly and accessible for all. These are on a separate sheet and have to be displayed in class.
- Teacher's comments: these are set out with a tick comment or an arrow with a question/comment/example, for pupils to respond to. Teacher's written feedback should model the handwriting policy/expectations.
- A green highlighter can be used to show pupils good/outstanding elements in their work. It is at the teacher's discretion as to how many green highlights are to be used in a piece of work; in Mathematics, this should only be used to demonstrate excellence in reasoning, not correct answers, where a tick will suffice.
- A yellow highlighter can be used to show pupils their work that needs to be worked on linked directly to the learning outcome. This should be used no more than three times in one piece of work.
- Incorrect spellings should be identified using a squiggly line. Teacher can model correct spelling for pupil's to practise, but should work towards self-correcting.



- Pupils may, where appropriate, self-mark, or mark another pupil's work. The teacher will always review this marking and indicate this with a tick. Pupils will self-mark, and correct, in purple pen. Pupils will use the same symbols as teachers (symbols are summarised in Appendix 1).
- Success criteria and/or learning outcomes for units of work can be stuck into books and used by pupils to self or peer assess. This should be reviewed by the teacher in the classes that are using them.

Marking homework

- The school uses online systems which provide instant feedback and support for pupils. Teachers should review the homework that is completed, and where misconceptions are identified, review within the teaching sequence, as appropriate. Where ad hoc written homework is completed, teachers should celebrate the effort applied, and provide supportive feedback, through marking or orally.

Frequency of marking

- Wherever possible, marking should take place during the lesson, which allows for immediate feedback.
- If pupils are given oral feedback, a comment does not have to be put in the book, however, the agreed symbol should be used to show this - OF in the margin.
- Most work will be marked before the next session of that subject. However, in the case of a long-term project it may not be marked until the completion of the project. Pupils will be informed in advance if this is the case.

Responding to marking

- Pupils should be given time, preferably at the beginning of a lesson, or during dedicated time, to respond to marking. All marking must be responded to by the pupil.
- This time should be used to carefully read comments, to answer questions posed in the comments, to write a response to the comments and to initial comments to show that the marking has been read and understood.
- Purple polishing pens should be used by pupils to edit their work independently during this time for Years 2 – 6. Year 1 will begin to use purple pen to edit their work in adult-led focused groups from Spring Term onwards. In September, it may take a few weeks to train the new Year 2 class in the use of a purple pen and how to react to the teacher's comments independently. It is an expectation that pupils in Year 2 will be using purple pen by the end of the first half term, in all books.
- Adults who mark, are expected to check pupil's purple pen comments and pick up errors, this will be done through oral feedback.

Do you have to mark all mistakes in a piece of work?

No. If you are marking against the objective then you comment on this. If there are spelling mistakes and you know the child should have got it correct or it was written on the board, underline in green pen and/or correct. If there are spelling mistakes due to a child trying to spell an unfamiliar word, you do not have to correct it. In Mathematics, every question should be marked every time. If it becomes clear that a child has misunderstood the learning and is making many errors, the marking may stop, but the misconception must then be addressed in teaching with evidence that the child is then being successful, before moving on.

Examples of marking comments/questions

Christ Church CE; Lark Hill & Lewis Street Primary Schools

Marking and Feedback Policy



- C – (Capital Letter) A ‘C’ is written in a circle next to the line where there is a missing capital letter.
- Sp – (Spelling) e.g. Wednesday - if spelt incorrectly in work, then a wiggly line is drawn underneath and pupils are expected to practise a line of this spelling at the bottom of the page, or correct within their text.
- H – (Handwriting) an example of the specific join the pupil needs to practise is indicated/modelled.
- Use of BAD verbs (Appendix 3: Basic, Advanced, Deepening verbs): e.g. solve, explain, and develop.

Help Prompts

- **Identify errors, misconception or misunderstanding** – Can you check ...? What have you forgotten? Complete and correct....
- **Show how to develop further** – Now try this...
- **Challenge** – Can you...?
- **Reason** – Why? How? Show me how... Prove it! Is ... correct? Explain your thinking.
- **Next Steps** - Now you need to ... By next week you should...
- **Apply and investigate** – Which method?

Non Negotiables

- DUMTUM (Date underlined, miss a line; title underlined, miss a line)
- Appropriate and clear presentation of work
- Neat and organised gluing or sticking of additional sheets - nothing hanging out of pages
- Correct use of spelling and punctuation rules that children understand
- The adult’s written feedback should model the handwriting policy and demonstrate high expectations, including and number formation, at all times
- Staff acknowledge children’s work in every lesson
- Children always respond to teacher prompts, including questions, corrections or modelling
- In writing, children’s responses will improve and correct within their text
- Children’s responses to challenges are recorded after the completed work, unless directed by the teacher
- Children’s books are kept in excellent condition

Appendix 1: Symbols which may be used

Christ Church CE; Lark Hill & Lewis Street Primary Schools

Marking and Feedback Policy



	Sp	Teacher underlines spelling mistakes with a green wiggle Sp in the margin or at the end of the work to correct
		Purple Polishing Pen used by pupils for editing and self-marking
		Green highlighting used by an adult for good or outstanding work
		Yellow highlighting to show where a pupil may need to edit a word/phrase or sentence
		Tick next to a correct question. Tick at the end of a piece of work as acknowledgement.
		Used at the bottom of a piece of work to provide next steps
		Oral feedback given
		Add a word
		Capital letter (C); full stop (.); question mark (?); exclamation missing (!)
	H	Handwriting with joins/formation to practise
	FF	Fred Fingers – used in Year 1 and 2 to support the use of phonics in writing
	//	New paragraph needed here - may be identified by adult or child

Appendix 2

BAD verbs to scaffold feedback

Basic	Advancing	Deep
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise, Show me	Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare	Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, Discuss, Prioritise, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate