

Elkesley Primary & Nursery School



Feedback & Marking Policy (Policy 31)

Reviewed	Mr C Marsh	June 2025
Agreed by	Staff	June 2025
Approved by	Governors	July 2025
Next Review	Mr C Marsh	June 2025

Overview

Marking and responding to children's work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout our school. It informs and enables staff, children and parents/carers in this process.

At Elkesley Primary and Nursery School, marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child. This marking policy aims to encourage a positive self-image and increase pupil independence in learning.

In Elkesley Primary & Nursery School, we will ensure that learners get the maximum benefit from their education through feedback consisting of: feedforward, verbal, 1:1, and retrieval practice. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve. The methods of marking work will be applied consistently throughout the school.

Objectives

- To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
- To give learners accurate input on their progress and achievement.
- To promote a positive self-image and growth mind-set for learners, in accordance with school aims, and, through this, encourage them to value and take pride in their work.
- To celebrate and reward learners' achievement and progress.
- To enable learners to self-evaluate their work and take responsibility for setting their own targets.

Principles of marking and feedback

- Marking will be against the learning objective (LO).
- Any learning points / misconceptions will be addressed.
- Learners will have the opportunity to reflect on their feedback and question comments.
- There will, whenever possible, be an opportunity for the learner to participate in the process so that there is a shared perspective on feedback, marking and target setting.
- The following pens will be used as follows:

Stationery used:	Task undertaken:
Black pen/Pencil	Learners work
Red	Teacher feedback
Blue pen	Response to teacher feedback/ peer assessment/self-assessment

EYFS

Much of children's work in the EYFS is practical, therefore, the majority of feedback is given orally. When observing children, it is important to provide instant, constructive feedback, focusing on success and what they need to do next. Through this we are able to acknowledge successes, promote pride in personal achievement and improve the standard of teaching and learning. Feedback should be manageable, timely and accessible for all adults to move the child's learning forward, linked to Development Matters or Early Learning Goals. Feedback in EYFS is verbal, constructive and builds on goals which children are aiming to achieve. Constructive feedback means giving children directed praise followed by a next step target to develop their skills.

KS1 and KS2

All recorded work will have a subject specific learning objective (LO). The learning objective(s) for the piece of work should be clear to both the pupil and the teacher.

When the work is marked, the LO will be highlighted green (met), to show that the children have achieved the LO, or yellow (partially met), to show that the children need to revisit the LO. Every piece of work will be marked 'I', 'G' or 'S' to show the level of support received throughout the lesson.

The Five Main Types of Formative Marking and Feedback at Elkesley School

1. Verbal Feedback
2. Feedforward Marking
3. Peer/Self-Assessment
4. Marking for Literacy - Using Whole-School Codes
5. Marking for Maths
6. Marking for GDS

1 Verbal Feedback

Verbal feedback is the initial and most important feedback, especially for younger pupils. It will be identified as having taken place using the VF Code: VF

When appropriate, Key Stage 2 learners should record what feedback they have been given. This can be achieved by training learners to write next to the code in their books. This should be recorded with blue pen.

2 Feedforward Marking

Marking in books will be minimal. No comments are required unless it serves to assist pupils in making progress. Feedforward marking enables the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished with the intention of informing next steps and future planning – along with addressing targets, lost learning and misconceptions.

All adults working regularly with children will use a feed forward marking via identifying whole-class and specific group trends . This consistent approach to marking will allow teachers and support staff to identify:

- Successes against Learning Intention – individual and whole class
- Development points/areas to revisit – individual and whole class learning
- Same day interventions needed
- Future on-going support required
- Misconceptions
- Any work which is incomplete
- Any children needing presentation support
- Consideration of support resources – any equipment or adult/peer support needed.

Teachers are to feedback to the class, as a whole, about strengths and areas for development; providing them with time to edit work.

3 Peer and Self-Assessment

This can be a useful activity if done sparingly and in an environment where learners have been taught to do it effectively. This should be done in blue pen to highlight it as learner marking and not teacher marking. All peer and self-assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken. Children are to be taught to articulate effectively to enable beneficial feedback.

For literacy, and foundation topics, this may include a tick list of objectives for children to assess against linked to their learning objective.

4 Marking for Literacy Using Whole School Codes

It is not expected that staff correct every punctuation and grammatical error in every piece of writing. As learners gain confidence and knowledge, they should be able to identify and correct their own mistakes.

From Key Stage 1 onwards, when marking for Literacy, all staff should use the whole-school marking code. The code forms an integral part of the Literacy Policy and should be displayed in every classroom. Codes may be added to a learning objective as a reminder of expectations.

The Marking Codes are displayed here:

KS1

Code	Explanation
Sp (with word underlined)	Try this spelling again
o	Missing full stop
//	Begin a new paragraph
Cap (with letter circled)	Capital letter should have been used
✓✓	Indicates excellent section of work or a particularly well chosen word or phrase.

KS2

Code	Explanation
✓✓	Indicates excellent section of work or a particularly well chosen word or phrase
R+I	Review and Improve
Sp (with word underlined)	Try this spelling again
o	Missing full stop or comma
//	Begin a new paragraph
T	Mistake in the use of tense
WO	Show your working out
Cap (with letter circled)	Capital letter should have been used
s	Sentence structure is unclear
v	Vocabulary choice is inappropriate or could be improved
?	Meaning is unclear
^	Word missing/ insert word or letter
p	Insert type of punctuation error e.g. P? or P!

5 Marking for Maths

Marking is undertaken in accordance with the learning objective. Work is marked with the pupil present where possible and on occasions pupils self-mark. A variety of strategies are used according to the type of work being undertaken – correct work being ticked and incorrect work being dotted. Where appropriate, questions relating to the learning objective will be asked orally.

The expectation is that children correct any errors made in blue pen and, therefore, an appropriate amount of time is set aside for children to assimilate and work on any errors/prompts for future learning.

We consider it to be important for pupils to show their working in mathematics, as credit can be given to partly correct answers and insight, on the part of the teacher, can be gained as to the pupil's thought process. For this reason, we encourage pupils to show working and carry out corrections without erasing their original answer. If working is not shown a WO will be written next to an answer whereby children are required to work back through showing their method.

6 Marking for GDS

In our mathematics curriculum, where GDS challenges are printed on yellow paper. These challenges are designed to provide an additional layer of complexity and extend the learning opportunities for our most able mathematicians. The challenges are completed in conjunction with whole-class learning, allowing GDS pupils to apply their skills in a targeted manner while remaining engaged with the class content.

In the English curriculum, a structured approach has been established for GDS students. Teachers provide these pupils with specific challenges, denoted by the notation 'VF GDS Challenge' in their exercise books. The expectation is for the students to respond to these challenges using blue pen, fostering a distinctiveness that allows for clear visibility of their advanced work.

Frequency

	TYPE OF MARKING	METHOD OF IDENTIFICATION	FREQUENCY: PRIMARY (guidelines may depend on the subject area)
1	Verbal Feed back	VF	As appropriate on a lesson-by-lesson basis.
2	Feedforward marking	Teacher initials, simple literacy corrections and/or ticks/dots in books.	Ongoing. This will include sharing examples of good work and providing whole school targets.
3	Peer/self-assessment	This should be written in blue pen	At teacher's discretion.
4/ 5/ 6	Marking for Literacy/Maths/GD S	Codes to be used. Teachers mark in red pen	Literacy: Every 1 – 3 pieces of writing. Maths: Ticks/dots/WO daily.

Level of support indicators

It is important to note the level of support a learner has had with a piece of work. The following codes will be used to identify this.

Code:	Explanation
G	Guided group work — teacher led
1:1	One to one work
S	Supported work by teacher/ teaching assistant/classroom assistant
I	Independent work

Target Setting

In KS1 and KS2, reading, writing and maths assessment grids will be placed on the inside cover of children's books. Individual targets will be identified and marked with a 'T'; this will be communicated with the child and encouraged. When the child has met the target a date will be added, once the target is consistent (three times, independent) a new target will be identified.

Outcomes

Marking and feedback will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learners' achievements and progress. It will be used to underpin clear and accurate feedback to learners and parents.

Policy Review

This policy will be reviewed biannually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.