



St Peter's C of E Primary Academy Mansfield

Marking and Feedback Policy

Policy:	Marking and Feedback Policy
Approved by:	Local Governing Body
Date:	
Review Cycle:	Annually

Version	Date	Author	Changes
2025	09.09.2025	Joanna Kaluza	Included stage of child for feedback. Updated to marking as a class. Removed GF and added blue pen. Spelling UKS2. RWI tick and fix. Topic - added writing across the curriculum.

General Principles

This policy was written in conjunction with the staff while undertaking the Teacher Workload Audit.

The Education Endowment Foundation (EEF) states that marking and feedback can have a positive impact on pupil progress.

There is a difference between marking and feedback. In this policy, marking is defined by writing on a piece of work that shows which responses are correct and which need correcting. This is less likely to improve pupil progress, but to support the teacher's ongoing assessment. If there are many inaccuracies, this could also demotivate a pupil.

Feedback is defined as being detailed guidance (verbal or written) to improve pupils' knowledge, understanding and skills by offering next steps, re-teaching or articulating how to improve work further.

With both marking and feedback, they are only effective if pupils are exposed to them. Time should be planned into the timetable to respond to the marking and/or feedback.

Effective Marking and Feedback should be meaningful, manageable and motivating

(Eliminating Unnecessary Workload around Marking, 2016):

Meaningful: marking varies by age group or stage of development, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Effective marking should encourage PRIDE in work:

- **Provide clear feedback** to pupils about strengths and weaknesses.
- **Recognise, encourage and reward** pupils' efforts and progress.
- **Identify** where **improvements** can be made.
- **Direct learners to strengths and weaknesses** in their own work.
- **Encourage and empower** pupils to take action to improve their performance.

Staff mark or add written feedback in green and children respond to marking and feedback in blue.

Teachers will make decisions about how children learn best and need to indicate if the pupils have received additional support from adults or other children. To support pupil and staff

understanding of how a piece of work has been completed, a letter needs to be added onto the piece of work, next to the title at the top of the page in a circle:

P – Paired work

G – Group work

S – Supported by an adult

Self-assessment is a crucial element for pupils to see how they are performing within a lesson. This can be part way through a lesson or at the end. Children should be in control of their own lesson.

Where possible, marking and feedback should happen within the lesson. Live marking includes pupils in the process and offers an insight into expectations of the teacher. Across different subject areas, it is always useful for there to be a success criteria so children recognise if they are successful or not prior to the work being submitted.

Where pupils' reading skills are less developed in Key Stage 1 or due to a SEND need, consideration needs to be taken when using written feedback in pupil workbooks.

At St Peter's, all children are expected to present their work to the highest standards, where presentation falls below expectations, children will be expected to redo the piece of work.

Maths

Children will respond to marking on a daily basis within the lesson. Feedback might also take the form of a withdrawal group to act on verbal feedback.

Staff use the following marking symbols:



Correct answer



Incorrect answer which the learner should reflect on and correct

• Incorrect answer which does not need to be corrected

? An extra question to challenge thinking.

A highlighted objective means that the child has achieved the objective.

Self-marking a list of questions can offer a quick response to the pupil to how they have performed in the lesson.

If work has been marked in blue pen, this indicates the child has self-marked within the lesson.

VF will be written where verbal feedback has been given in the lesson.

P, G, S will be indicated at the top of every piece of work. Where support has been given on an individual question, an S in a circle will be next to the question.

English - Talk for Writing

A highlighted objective means that the child has achieved the objective.

P, G or S will be written next to the title in a small circle.

Target sheet will be stuck in the front of each child's book. The target the child is working on will be highlighted. Once it has been met, it will be dated and a new target will be given.

When marking children's work, the teacher will highlight positive work in green.

Never heard the word – children edit during or after the unit as they develop their vocabulary. This is completed in blue pen.

All grammar activities, short burst writing and extended pieces of writing will have a success criteria stuck neatly at the top of each page (except for Y6). There will be a column for children to self assess and a column for the teacher to assess. A T in a circle will indicate the target for the child to develop and improve their writing based on teacher marking.

In Year 3 and Year 4, children will have a generic success criteria stuck in their books that focuses on securing the Year 3 and 4 skills for writing. For children who are not working in the Year 3 and 4 curriculum, they will have a tailored success criteria that matches their stage of learning. At the stage where the children are beginning to apply all the learning from the unit of learning, a success criteria specific for that genre of writing will be used. A target will be set by writing a T within the success criteria. Children will address this in blue pen.

Where appropriate, feedback to address grammar will be identified underneath. A T will be in the margin with the target given next to it.

E.g T - past tense

If a new paragraph is needed this will be demarcated by 2 diagonal lines (//).

A word which is omitted is recorded by an omission sign (^).

A punctuation error will be recorded by circle (o) unless it is the focus target for the child.

VF will be written in the margin where verbal feedback has been given within the lesson.

Spelling within Writing

An incorrect spelling of significance in line with common exception words and spelling patterns taught will be marked with an 'sp' in the margin.

In KS1 and LKS2, this will be written at the end of the piece of work correctly with x3 for the children to practise in blue pen.

In UKS2, children will use a dictionary to find the correct spelling and correct this in the margin next to 'sp'. For children working below the expected standard, spelling corrections

will be written at the end of the piece of work correctly with x3 for the children to practise in blue pen.

Incorrect letter formation will be corrected by the teacher and practised by the pupil under their work.

Read Write Inc

Children will self-assess within the lesson to receive ongoing feedback. Staff may also mark the work within the lesson. Children mark in blue pen to tick and fix. Symbols will be used to give feedback if appropriate.

Reading

If children can self-assess their work, this should be done in blue pen and acknowledged by the teacher.

When marking written responses and short burst writing opportunities within reading, non-negotiables for spelling, grammar and punctuation need to be addressed.

Where children have made notes or lists, these need to be acknowledged and spellings identified if necessary.

Targets will be a follow up question(s) linked to the skill.

E.g.

How do you know...?

Where did you find the evidence for...?

Why do you think...?

Topic

Marking should relate to the subject covered rather than basic skills, unless there are core skills which need addressing. Marking should be minimal but challenge conceptual errors. If children are expected to record their learning, staff should acknowledge their efforts.

Non-negotiable spelling, grammar, punctuation and presentation expectations which are year group specific must be addressed.

When children are writing across the curriculum, the marking policy for English will be followed.