



# Sutton St James Community Primary School



## Marking and Feedback Policy

Implementation Date: October 2025

Review Date: October 2027

<b>Headteacher:</b> Claire Willows	
<b>Chair of Governors:</b> Vicki Newton	
<b>Date implemented:</b>	
<b>Date for review:</b>	



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### **MARKING AND FEEDBACK POLICY**

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#### **Introduction**

1. This policy reflects the marking techniques and working practice at our school.
2. This policy outlines the purpose, nature and management of marking at our school.
3. The implementation of this policy is the responsibility of the Headteacher, teaching staff and Teaching Assistants.

#### **Aims and Objectives**

1. To give praise and encouragement to all children.
2. Marking will contribute to the assessment of children's work and will help teachers gain information for future planning.
3. To provide a point of discussion with children and suggest areas for improvement.
4. Marking will be appropriate to the subject, the nature of the task and the needs of the child.
5. To provide consistency of approach by all staff.

#### **Entitlement**

1. All children are entitled to have a clear and consistent style evident in the marking of their work. They are also entitled to have their work marked and returned within a reasonable amount of time.
2. All children are entitled to have their work marked according to specific learning objectives determined before the work is set.

## Implementation of Marking

1. Work should be marked as soon as possible after completion with the child if it is possible to do so.
2. Teachers should try to mark during lesson time with a child to enable the child to go on with a task.
3. It is best not to over-mark. A few errors indicated would be of more value.
4. Key spelling errors will be corrected by the teacher. A maximum of 2 spelling corrections will be written at the bottom of the piece of work to be copied by the child (KS1 in Pencil, KS2 purple pen).
5. Grammatical errors will be identified and discussed by the teacher and child to correct in purple pen.
6. Corrections may be made by the child in purple pen when / as verbal feedback is given.
7. When marking right or wrong answers e.g. spellings or calculations, ticks and dots will be used rather than a cross.
8. Marking will reflect the set objectives and success criteria.
9. Legible handwriting by the teacher in line with school policy must be modelled in marking.
10. Children will be given the opportunity to read and respond to their feedback as soon as possible after books are marked. Verbal feedback will be given where children are not able to access written feedback independently. This will be indicated within a piece of work with VF / F or by the child circling the G (Guided) symbol on the Learning objective sticker.
11. Teachers and PPA (planning, preparation and assessment) cover staff will mark using green pen.
12. Teaching Assistants will use the same system as teachers for the group they have worked with. TAs can tick/dot mark tasks such as spelling tests, maths tests etc but should not be marking whole class sets of books other than this simple right/wrong answer.
13. Children will be given time to read any written feedback that their teacher has made about their work. Time for children to make adjustments and improvements will be given when appropriate and will be planned for.

14. If any child has misconceptions that need more attention, then teachers must address these as appropriate.
15. The use of rewards e.g. rewards stickers, house shells and showing work to children and/or staff is good practice.
16. Any scrutiny of marked work should be based on this policy.

### **Foundation Stage**

- Work in the Foundation stage will be assessed predominantly through discussions rather than written feedback due to the nature of the foundation curriculum.
- In reception children may start to produce written work. In this case any written feedback from the teacher will be given in conjunction with verbal discussions with the child.
- Written feedback may be given using yellow pencil for the child to write over.
- HOH to be written when hand over hand support for mark making/ writing has been used.

### **Key Stage One**

- Basic self and peer assessments will be carried out as appropriate. These skills will be developed and built up throughout Key Stage 1. Children will be expected to check their work by re-reading and making adjustments in purple pen.

### **Key Stage Two**

- Written feedback from the teacher will be given in conjunction with verbal discussions with the child when at all possible.
- Written feedback will consist of areas for improvement (next step) depending on the ability of the children. The areas for development should be linked to the learning objective / success criteria.
- Self-assessment will be planned for and carried out when the class teacher feels it is appropriate. Children will be expected to check their work by re-reading and making adjustments in purple pen.
- Peer assessments will be planned for and carried out when the class teacher feels it is appropriate. When children are marking other children's work they will use purple pen and write on a post it / slip of paper rather than in the child's book.

## **Self-Assessment**

### **Success Criteria (EYFS, KS1 & KS2)**

Reception children will have a sticker with the date and objective stuck at the start of each piece of work.

KS1 & KS2 children will be given a sticker containing the date, indicator of level of assistance (I = independent, G = Guided by an adult, S = Supported work, P = Partner work), learning objective and success criteria for each new learning objective which will be stuck in with their piece of work.

Before each success criteria there will be a circle. The children will tick or dot in the circle, for each success criteria, to indicate their own assessment of that part of their learning.

The teacher will assess with a 1, 2 or 3 next to the Learning Objective on the sticker.

- 1 indicates that the child has not understood the learning
- 2 indicates that the child is starting to grasp the concept but requires more practise to work independently and apply learning in other situations
- 3 indicates that the child has a solid understanding of the learning.

These self-assessment techniques should be used for all pieces of English, Maths and Science (against the Enquiry question and success criteria) work, and most other curriculum work.

Some pieces of work that may be used for moderation / assessment will not have a sticker to ensure that the work is not prompted in any way.