

# St John's CE Primary

## Marking and Feedback Policy



**“Use your God-given gifts to serve others” 1 Peter 4:10**

Ratified by governors: Autumn 2025

Mr D Ricketts (Chair of Governors)

Policy to be reviewed: Autumn 2028

**All different, all equal, all growing together.**

**‘The most powerful single moderator that enhances achievement is feedback’ John Hattie  
‘...the impact of feedback is 124 times more cost effective than reducing class sizes’ Higgins/Sutton  
Trust Report**

## **1. Introduction**

St John's is a Church of England primary school and our purpose is to serve the community of Sparkhill by providing each child with the education they need to flourish.

We see the greatest impact on a child's progress when we agree, adopt and maintain a consistent approach to feedback and marking which is age and ability appropriate.

At St. John's CE Primary School, we believe that children's self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy.

## **2. Objectives of this policy:**

- ✓ To ensure that all children have their work marked in such a way that it will improve their learning, develop their self-confidence, raise their self-esteem and provide opportunities for self-assessment.
- ✓ To ensure greater consistency in the way that children's work is marked across the school.
- ✓ To make sure quality feedback includes:
  - Verbal feedback
  - Teacher Assessment
  - Self-Assessment
  - Peer Assessment

This school policy reflects the consensus of the teaching staff. It has been drawn up as a result of staff discussion and was agreed by the school's governing body at their meeting in Spring Term 2021 and reviewed by staff and curriculum committee in Autumn 2023.

The implementation of this policy is the responsibility of all staff.

## **3. The Nature and Purpose of Marking**

Learning is well supported when children are aware of what they are trying to achieve in a particular piece of work and when, through careful marking, they have a clear picture about what they have done well and where they can improve.

Marking and feedback should give children a clear response to their efforts and help them to make further progress. Teachers should not spend hours writing long comments to children.

Anything written should make a difference to a child's progress and/or self-esteem. Live marking should take place as often as possible as part of teaching.

## **4. Entitlement and Statutory Requirements**

Marking children's achievement and progress is an integral part of the assessment process. Assessment practice should have a positive impact on children's attitudes, motivation and self-esteem.

This is more likely where children see assessment primarily as a means of improving their standards of work and promoting their general development. Informal, routine marking provides a good opportunity to achieve these objectives on a day-to-day basis.

## **5. Marking in the EYFS:**

Staff should spend as much time as possible playing/ interacting with the children because this is how they make progress. Anything written should be evidential- it records what a child knows, can do, and their understanding. Any written observations should be done to evidence this, so that staff know how to help the child progress.

All staff working in EYFS need to be familiar with Birth to Five Matters so that they can understand where the

child is working at developmentally.

When teachers are marking work done in a child's books:

- V in a circle means spoken to
- Teachers may record what children have said in inverted commas.
- Comments/observations show what a child knows, can do, and their understanding. It should help staff know what to do next to help the child ('NS' or next step).
- If appropriate, teachers may write activities ("gap tasks") that help the child practise something which would be completed with an adult for support.

### 7. Written Marking and Assessment in KS1 and KS2:

- All work needs to be acknowledged so that children feel their work is valued.
- Teachers will mark in black pen.
- Children should be taught how to self-assess using the success criteria. A dialogue should be visible in books in upper KS2.
- Teachers should not write long comments to children for every piece of work. They should acknowledge effort, comment on achievement, and identify something the child can improve on (the "NS" or next step or gap task)

**Children should be able to talk about how what the teacher has said or written, is helping them improve their work.**

### 8. Learning Objectives and Success Criteria

- At St John's CE Primary School, we believe that all lessons should have a clear Learning Objective that is shared with the children. This enables both the teacher and learners to maintain clarity in the session.
- Where the sharing of an LO is inappropriate (e.g. EYFS), staff should have a thorough working knowledge of *Birth to Five Matters*, so that they are aware of the steps in a child's development. Any written comments should reflect the child's knowledge, skills and understanding as outlined in this document.
- Each LO should have clear and specific success criteria, matched appropriately to the child. These form the basis of the teaching and help children to understand what to do in order to be successful.
- A teacher's workload should be assisted by the effective use of success criteria, as these can be ticked to give children specific feedback without a lot of written evidence.
- A comment will still acknowledge the effort/achievement of the child.
- A teacher will give feedback on what to do to make further progress. This will be the Next Steps (N/S). This might be something off the success criteria, or another issue that needs addressing (eg a child might need to be shown how to write a capital P, or be reminded to put a comma after a fronted adverbial...)

*See below for the expected format and details:*

T focus/ TA focus/ Independent

Monday 23rd January 2021

LO: I am learning to include persuasive features in my writing

Success criteria:	I think I have:	My teacher thinks I have:
Write in first person		
Organise my writing appropriately		
Use rhetorical questions in my writing		
Use emotive language in my writing		

### **Success criteria and Learning Objectives should be highlighted or ticked following this system:**

**Green** – The adult should tick or highlight in green the success criteria which have been met.

**Orange** – Success criteria should be highlighted orange if they have not been met. The adult should always identify this as a next step in learning if appropriate.

**Improvement** - Children should be given time to read and respond to improvements that the teacher has suggested. This may be by using the green pen to find and make corrections, or editing with a particular given focus, learning a spelling, or making improvements with a peer/ adult.

## 9. Symbols to use when marking

The following symbols have been agreed:

- T = Teacher focus group
- TA= Teaching Assistant focus group
- I = independent work

The following markings can be used when appropriate. It is not expected that every piece of work or every word/ sentence is marked in this detail. The teacher must use their judgement to decide how much to include and remember that any feedback is to move a child on in their learning.

### KS1:

- *V in a circle means verbal feedback given.*
- *Sp means there is a spelling mistake. The spelling will be corrected. (Not all mistakes will be corrected. Teachers will focus on key words for the year group (e.g. common exception words), or words that match the phonic sounds that a child knows.)*
- *Teachers may record what children have said in inverted commas.*
- *A common error made by a child repeatedly can be modelled and becomes a focus for the child in the next lesson.*

### KS2:

- *V in a circle means verbal feedback given.*
- *P in a circle means that there is a punctuation error on the line*
- *Sp means that there is a spelling error on the line*
- *A squiggly line means that something doesn't make sense.*
- *An arrow means a word is missing*
- *Teachers may also circle a misconception and then draw a circle underneath the work with a question: this is for children to explain their mistake, or get help in Independence Time.*

## 10. Self-Assessment:

By the end of Key Stage 2 children will self-assess frequently. All self-assessment should be moderated by the class teacher, using a light touch mark to either agree or alter the self-assessment.

To self-assess the children should tick the success criteria which they feel they have achieved and find evidence of this in their work if appropriate, which they underline neatly in green pen/pencil using a ruler. The children should then identify their own next step and write this in the space provided in pencil or circle the success criteria that they have not met.

## 11. Peer Assessment:

By the end of Key Stage 2 children will peer-assess regularly in English and Maths. Again, all peer assessment should be moderated by the Class Teacher, using a light touch mark to either agree or alter the assessment. Peer Assessment should follow the same procedure as Self-Assessment. The child should initial their peer assessment to identify who has assessed the work.

NB: For self and peer assessment to be meaningful, pupils must understand the Learning objective and the success criteria. They also need time to respond to feedback. This can form part of the lesson or as a morning activity in Independence Time.

## 12. Presentation of work

As a staff we have agreed on the following layout for work :

### Learning Journals and RE books:

- all work should be dated and titled.
- the date should be written in the left corner and underlined.
- the date should be written in words.
- a line should be left between the title and the main body of the work.
- all lines should be drawn on existing lines, with a ruler.

All work in the Learning Journals must have a subject specific learning objective. If the lesson is cross-curricular, there may be a learning objective for more than one subject.

### Mathematics

In Mathematics presentation is important as setting it out correctly helps to to avoid errors and can show relevant mathematical patterns.

- all lines will be drawn with a ruler on existing lines.
- children should use one square for each digit to help place value and leave enough space for the teacher to correct work.

### **13. Review**

The effectiveness of this policy was discussed at a staff meeting and reviewed by the Curriculum committee in the Autumn 2023. Review date Autumn 2028.