

Ormesby Village Infant and Junior Schools

Effective Marking and Feedback Policy

2025

Purpose

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. Marking is a form of assessment which should inform both the staff and the children. For children, marking demonstrates as a staff we are interested in, and value, their efforts. It enables us to praise and confirm achievement against success criteria and to identify areas to improve. For the staff, marking enables an evaluation of the content or skills taught and the method of teaching. It informs future planning, ensuring continuity, progression and differentiation. **The main objective of marking and feedback is to help children learn better.**

It is important to provide constructive feedback to children regularly, focusing on success and improvement needs. Children are then supported to become reflective learners and are helped to close the gap between what they can do currently and what we would like them to be able to do. The provision of effective marking and feedback to children is one of the key factors for improving learning through assessment. The learner needs to understand the purpose of the learning, how to make improvements and be given time to respond to comments and advice.

Policy Principles

- Enable children to become partners in the marking and feedback process.
- Be consistent throughout the school, with set strategies in place.
- Be seen by children as a positive means to improving their learning.
- Develop a culture which allows mistakes and risk-taking.
- Be constructive.

Policy Aims

We recognise that marking and feedback are crucial to the assessment process and, if done effectively and routinely each week, can enable children to become independent and confident to take the next learning steps. To ensure that marking and feedback are effective and empower the learner we aim to:-

- Give children continuous opportunities to become aware of, and reflect upon, their learning needs.
- Give children opportunities for self and peer assessment.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement. Gauge the children's understanding and identify any misconceptions.
- Inform future planning and individual target setting.

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our professional assessment routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve their work.
- Ensure that teachers recognise effort as well as quality, linking effort to specific skills or understanding.

Working Strategies

At Ormesby Village Infant and Junior Schools we recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At our schools we use a combination of the following strategies to enhance our teaching and essentially help children to achieve highly:-

- Children will know their learning objectives and success criteria.
- Learning environments will make explicit what good-quality work in the various subject areas looks like.
- Staff will look at every piece of work that is completed.
- Teachers' professional judgement will determine the extent to which a piece of work is 'marked,' but all teachers must provide detailed and regular written feedback to all pupils in all subjects each half-term and evidence of this will be seen in all pupils' books. Not every piece of work will be marked in a detailed fashion.
- Consideration will always be given to what each child is capable of and the next learning step. They should not receive the impression that things are right when they are not, but neither should they be discouraged from being adventurous and so make mistakes. Suggestions for improvements and next steps should be clear, smart and constructive.

Whole Class Feedback

This system summarises the key strengths and areas for improvement from a class' efforts using agreed feedback templates. There are age-appropriate example templates for KS1 and KS2 at the end of this policy. This is produced after a significant piece of work has been completed, during a period of teaching where key skills are practised or at the end of a period of study when the outcome has been reached. The teacher's identified strengths, improvements and areas for stretch and challenge are then fed back verbally and on paper to the whole class, including more focused targets being given to children requiring a more personalised approach (these may be written into the specific children's books if required). Verbal feedback needs to be marked in the pupils' books with a "VF."

Pupils will then be able to proof read and edit their own work individually where required, within their Purple Pen time.

Teachers will keep a record of all whole class feedback used, as this will be used to evidence regular detailed feedback, ensure progress is being made and the desired impact had during monitoring.

Pupil books will be labelled at each and every moment that whole class feedback has been given to ease cross-referencing. This will be made clear through a ‘WCF’ label at the end of the work. Whole class feedback templates will also be stuck into books neatly and/or collected in files after the relevant piece of work.

Extended Writing:

Whole class feedback will be used after each extended piece of writing, such as where a specific grammatical skill has been taught and needs to be evidenced independently via an extended piece of writing. WCF templates can also be used for extended writing from within other curriculum subjects.

Maths

In Maths, normal written and verbal feedback will be used in preference to whole class feedback. Detailed feedback should be completed in books at least once a week to address any misconceptions in that specific area of study. White Rose whole class assessments can also be used before and after a significant block of learning has been undertaken. From this obvious strengths and common misconceptions can be identified to inform planning, inform pupil targets and set further challenge for pupils as they head towards their next steps. Pupils will also undertake a “Ten in Ten” (or equivalent depending on age) activity in class and this activity will determine areas for improvement that will inform pupil targets.

Quality Feedback Comments through Whole Class Feedback

Quality feedback comments should be used to extend learning and must be adapted appropriately. Some will be general comments based upon an appraisal of the class work and combined with this will be personalised comments for those children requiring more targeted improvement.

When giving whole class feedback, staff may see a piece of work that requires clarification or is a good opportunity to extend that child’s learning. The emphasis when feeding back should be on both success and areas for development against the learning objective and success criteria. A targeted comment should help the child in “diminishing the difference” between what they have achieved and what they could have achieved.

Useful “Diminishing the Difference” comments are:

- A reminder prompt – e.g. “What else could you say?”
- A scaffolded prompt- e.g. “What was the dog’s tail doing?”, “The dog was angry so he...”, “Describe the expression on the dog’s face.”
- An example prompt – e.g. “Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn’t believe his eyes”

Can you show me how to separate clauses with a semi-colon?

These comments can be made in a number of ways:

- Written on the whole class feedback template (personalised for specific individuals)
- Communicated verbally (used across the school, but essential in EYFS and KS1 - Years 1 & 2)
- Written in the child’s book once the work has been completed
- Written in the margin of the book whilst the work is being completed

- Written on post it notes during the task and stuck into the book. Child can then move the post-it note to the next piece of work in order to remind them of the target they need to implement.
- Typed on feedback stickers and added to the book once the work has been completed.

Self and Peer Assessment

Children should be encouraged to assess their own work to aid their progression and foster independent learning. To indicate whether work has been self or peer assessed, the labels ‘SA’ or ‘PA’ should be used on the work.

Effective Feedback Requirements

It is expected that every piece of child’s work will be seen by an adult. It is not expected that every piece of work should generate feedback to a child.

Effective whole class feedback will be used regularly and efficiently to enable stronger progress.

When a piece of work does not receive in depth adult marking there is an opportunity to use self or peer assessment. This policy should be applied across the curriculum and effective feedback should be evident in all subjects.

Summative Marking

This is a snapshot judgement on the standard of a piece of work. This method is often used at the end of a unit of work or through a test. It is only valuable if the information is used diagnostically. This information is used to inform the whole-school tracking process. Question Level Analyses are also used to give a more targeted assessment of specific areas a child may need to improve in.

Oral Feedback

As mentioned earlier in the policy this is potentially the most effective form of feedback, especially for the youngest children. The language of the classroom has an enormous impact on the children and should create an ethos where speaking freely about learning is good. Oral feedback can be from a teacher, TA and from and to peers. It can be given at individual, group or whole class level. Verbal feedback should be indicated with a “VF” symbol.

Acknowledgement Marking

This is a courtesy look at work and may include a tick or brief comment in **GREEN** pen. It shows that some dialogue took place during the lesson which should have an impact on the child’s learning. This acknowledgement shows that the work has been seen, valued and very probably dealt with orally, in a group or whole-class setting.

Marking Code

All marking from an adult, however detailed, should be completed in a **GREEN** pen. Looking at the success criteria, teachers can also use ticks to highlight whether children have achieved different elements of the piece of work being marked. Green for good.

For example: Learning Objective (L.O): To learn to write descriptively. Success Criteria (S.C.): **Adjectives** ✓ **Similes** ✓✓ **Metaphors** ✓✓✓

When an adult sets a feedback task for a pupil to practise, highlights something the pupil needs to think about or needs to correct, a dot or a line underneath should be written in a **PINK** pen. Pink for think. This is used in the Infant school to ensure pupils practice letter formation, key words or important elements from Little Wandle. By the end of Year 2, the pink pen has been phased out to pupils responding directly to marking and feedback with a purple pen.

Pupils should respond to all feedback/practise tasks in a **PURPLE** pen. Purple for perfect. This does not include live or immediate editing/correcting pupils make when completing a written task. To show the type of support level a child has had, adults should indicate this using either a stamp or a written symbol inside a bubble. These are either: TA (Teaching Assistant) / T (Teacher) / IND (Independent)

House Team/Dojo points are awarded with a TP (Team Point) inside a bubble.

Detailed Marking

This more detailed marking will reflect the nature of the completed activity. The emphasis will be on both successes and improvement needs and next learning steps. This must be written but should always reflect first and foremost on the learning intention and then on other aspects. Children consequently need to know learning objectives and be clear about success criteria. This marking could also involve self-evaluation and peer assessment.

Marking should be positive, clear and appropriate in its purpose. Outcomes need to inform planning and teaching and learning. Children need to have sufficient time to respond to and address specific comments designed to move them on to next learning steps. Children are to be encouraged to complete all feedback tasks.

KS2 English Writing Progression of Marking and Feedback

Year Group	Scaffolded Content for sentence stacking writing	Feedback Content for independent writing	Editing
3	Through each sentence stacking session children can have guidance on the key features required to ensure their writing is the best it can be. This would include reference to, for example sentence structures, grammatical features, punctuation and spellings of words from the Years 3 & 4 word list.	Feedback can be specific and targeted for children to identify what they need to improve upon. Children can be given success criteria to identify whether they have included key features of the genre of writing.	All pupils are given time to respond to structured feedback with their pink pens for thinking and a purple pen for perfecting.
4	Through each sentence stacking session children can have guidance on the key features required to ensure their writing is the best it can be. This would include reference to, for example	Feedback can be specific and targeted for children to identify what they need to improve upon. Children can be given success criteria to identify	All pupils are given time to respond to structured feedback with their pink pens for thinking

	sentence structures, grammatical features, punctuation and spellings of words from the Years 3 & 4 word list.	whether they have included key features of the genre of writing.	and a purple pen for perfecting.
5	Through each sentence stacking session children can have guidance on the key features required to ensure their writing is the best it can be. This would include reference to, for example sentence structures, grammatical features, punctuation and spellings of words from the Years 5 & 6 word list.	Feedback is less specific for children as they are getting prepared to identify their own errors for improvement. Pupils are given encouragement to identify a paragraph to improve by including elements that they have been working on in the lead up to the independent write. Children can be given success criteria to identify whether they have included key features of the genre of writing, but must identify where these need to be placed independently, if they need to be added.	All pupils are given time to respond to less structured feedback with their pink pens for thinking and a purple pen for perfecting. Editing tasks are less directed with specific elements on independently written pieces encouraging children to identify their own areas for improvement.
6	Through each sentence stacking session children can have guidance on the key features required to ensure their writing is the best it can be. This would include reference to, for example sentence structures, grammatical features, punctuation and spellings of words from the Years 5 & 6 word list.	Feedback must not be directed in any way to specific errors for improvement. Pupils may have encouragement to select a paragraph independently to improve. Pupils may have encouragement to identify errors in spellings. No success criteria can be given to the children.	All pupils can be given time to edit their work with a pink and purple pen. Editing tasks must not be directed with specific elements on independently written pieces.

Corrections

When children have completed a task, teachers ask them to check for things that they know are wrong in their work once they have read it through, including the quality of presentation. Spelling, punctuation and grammar errors are not corrected in their entirety in every piece of written work but will be addressed if they are a particular curricular target or a skill that a child should be using in every piece of work. Children are given feedback about the elements the teacher has asked them to address or those that are current targets. Consequently, some aspects of a piece of work may be uncorrected, but all aspects will be addressed over time through specific learning intentions. Children are encouraged to make corrections in a different colour, namely purple pen as mentioned above, during a special editing session. The exceptions to this would be when a pupil is in the middle of a piece of written work and is editing/correcting themselves as they go along.

Outcomes for Children

Children will:

- Know about the quality of their work through honest, targeted feedback.
- Have the courage to make mistakes, knowing that these will be viewed as opportunities for improvement.
- Have the motivation to want to produce high quality work and make progress.
- Understand exactly what is required to be successful.
- Be involved in assessing their work and identifying what they need to do to move on.
- Be encouraged to set some of their own targets from the marking.

Outcomes for Teachers

Teachers will:

- Be able to assess the effectiveness of their lesson planning.
- Use feedback to inform planning next steps.
- Use feedback outcomes to help curricular target setting.

Special Educational Needs

Children with special educational needs will be identified through assessment, and all those responsible for that child will pay high regard to the requirements of the Code of Practice and the school's SEN offer to ensure the children receive their entitlements. More able children will have their strengths challenged. All children should have equal access to both formative and summative assessment in line with the schools' over-arching Equal Opportunities Policy.

Assessment, Recording and Reporting Procedures

Children's progress will be reported to parents during parent-teacher meetings. The school's marking and feedback policy will be reviewed every year or earlier if necessary. Marking will also be monitored regularly through discussion and work scrutinies.

Policy agreed	September 2025
Policy review	September 2026

Example Whole Class Feedback Templates

Whole class feedback	
Class:	Subject:
Date:	Task:
Praise: 	Missing/Incomplete Work: 
SPaG errors: 	Targets for Improvement: 
What went well? 	Polaroid Moments: 
Presentation 	

How did we do? (KS1 WCF)

What went well?



Even better if?



Praise



Missing Work?



