



Joseph Hood Primary School Marking and Feedback Policy

Intent

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular feedback on their child's progress so that teachers, children and parents are all working together to raise standards for all of our children.

The aims and objectives of marking in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their work and to motivate them in their pursuit of excellence in learning;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To monitor the progress and attainment of each child
- To provide the Executive head teacher, head of school and governors with information that allows them to make judgements about the effectiveness of the school.

Background Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'

(Report of the Independent Teacher Workload Review Group)

Marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

Over-Marking

Over-marking refers to providing an excessive amount of feedback on a single piece of work, where the volume of comments, corrections, or suggestions becomes overwhelming for the pupil. This practice can lead to confusion and may inhibit the student's ability to reflect meaningfully on their progress, as it makes it difficult to focus on key areas for improvement.

Why Over-Marking is Not Effective

Over-marking often results in:

Overloading pupils: When feedback is too detailed or frequent, students can struggle to identify the most important areas to work on. They may become discouraged or disengaged, unable to prioritise the necessary steps for improvement.

Diluted impact of feedback: Extensive feedback diminishes the focus on key learning objectives. Instead of gaining clarity on how to improve, pupils may feel confused or unable to see the most important takeaways from the marking.

Lack of pupil reflection: When feedback is excessive, pupils are less likely to reflect meaningfully on it. The core purpose of feedback - to encourage improvement and foster independent learning - is lost when children cannot engage with what has been shared.

Workload and Well-being

Over-marking also runs counter to our efforts as a school to reduce teacher workload. The DfE has acknowledged in their Workload Reduction Toolkit that teachers should not be spending excessive time marking, as this detracts from other critical areas of teaching and planning. Over-marking contributes significantly to unnecessary workload and can lead to teacher burnout, which is detrimental to both staff well-being and pupil outcomes.

By keeping our feedback focused, manageable, and impactful, we ensure that both our pupils and staff benefit from a balanced and effective approach to assessment.

Implementation

We believe that feedback to pupils is very important, as it tells them how they have progressed with their learning and what they need to do next in order to improve their work.

Teacher marking is only effective if:

- It informs both the child and the teacher of what has been achieved and what needs to happen next;
- It motivates and guides the child to achieve the learning objective set by the teacher;
- It provides praise and recognises the value of the effort the child has put in to the work;
- Provides clear strategies on how to improve their work;
- It is provided in a timely manner;
- It relates specifically to the objectives of the lesson;
- The child has an opportunity to read and respond to the marking, whether in writing, verbally or independently;
- It is informing the teacher of the learning needs which can be incorporated into future planning.
- The value of marking in conference with the child present is far greater than getting them to check the feedback at a later stage.

Impact

Why do we mark the children's work?

- To help assess children and diagnose what has been understood and where they need to move on to next;
- To provide feedback to the children;
- To recognise the children's achievement;
- To provide challenge, where appropriate
- To ensure that the children are completing work to a high standard
- To ensure that the task has been carried out to the expected standard
- To identify children who struggled with an activity in order for the teacher to plan future learning that will help them to achieve the objectives in the future.
- To assess where the child is academically in order to track their progress across year groups and key stages.
- Through marking, teachers are able to reward the children through a variety of different ways: ie, stamps, positive comments, certificates in assembly, golden tickets, house points, and so on.

Marking across the school

- We use **green** highlighters to indicate where good features of the learning objective have been applied and **pink** highlighters to indicate where corrections/ improvements are required.
- Teachers are expected to provide the children with a 'deeper' mark at least every 2 weeks for extended pieces of writing in core subjects, which is detailed below for the various subjects.
- Teachers will set aside time during the weekly schedule for COW (check our work) time. This will be a chance for children to read and respond to the marking. Children will respond in **purple pen**.

Live Marking

Wherever possible, marking and feedback should involve the child directly and in the lesson. All children respond well to feedback that is oral and immediate. Live, in the moment feedback will help children to identify their key priorities for improvement and the progress they are making to achieve the next steps in their learning.

Live marking takes the form of:

- verbal feedback; which occurs through effective questioning to clarify or refocus,
- mini plenaries and mid-lesson adjustments
- short written feedback- where misconceptions are remodelled or challenges are provided.

Live marking should be quick and remain positive, encouraging resilience and effort. All adults working with children should effectively intervene with groups across the class and give immediate feedback.

Teachers will check children's learning systematically when live marking and will adapt their teaching accordingly. Misconceptions made by children will be used to inform future planning and interventions.

Self-Assessment

From KS1 upwards, marking is a process that children need to be involved in. We expect children to take ownership of their learning and have opportunities to reflect on their own work. Children will have a chance to use a **purple pen** to assess how they have progressed in that lesson and can also leave their own feedback to the teacher.

Self assessment will also be completed using a **purple pen** and will give each child a chance to reflect upon a piece of work against the objectives of the lesson.

In Foundation subjects, including Science, **purple pen** should be used to embed the sticky knowledge through well planned assessment questions.

English marking

- Children will have their work marked using the **green pen** in guidance with the marking scheme (see below).
- A thorough 'deep mark' will be used at least once every 2 weeks on extended pieces of writing to offer constructive and specific praise and to direct children in how to improve their work.
 - **scaffold** – to support a child with a misconception that they have;
 - **consolidate** – continue working on the skill from the learning objective;
 - **challenge** - to extend them further by applying their knowledge to other problems.
- **Green highlighter** is used to indicate to the children where they have used good examples of the objective for that lesson.
- **Pink** highlighter used where a child needs to come back and improve / correct a misconception / error.
- In 'deep marks', children will be given **no more than 3 spelling corrections in KS2 and up to 2 spelling corrections in KS1** (Year group common spellings – or academic appropriate), which they will have an opportunity to correct using a **purple pen**. These will be set out correctly on the line and will model good handwriting to the children.
- All other writing should be '*Light marked*'. This should include the objective highlighted in **green** to indicate that it has been met. Examples of the objective in the work could also be highlighted, as part of the light mark.
- In year 1, the expectation is for the children's work to have 'light marking' and for a teacher to conference with all children once a week and have an in-depth marking in writing– this can be done 1:1 and as part of a group. Teachers must keep their comments either in a mark book or written at the bottom of the child's page next to the relevant piece of work. Where possible, include pupil voice.
- Guided reading is light marked or live marked in the lesson. Children can use their **purple** pens to self-assess.

Maths marking

- Children will have worked marked using **green pen**, with the learning objective highlighted in **green** to show if it has been met.
- At least once a week, teachers will leave a deep mark that will offer one of the following to the children:

- **scaffold** – to support a child with a misconception that they have;
- **consolidate** – continue working on the skill from the learning objective;
- **challenge** - to extend them further by applying their knowledge to other problems. - Children will then show response to this using their purple pen. Teacher then monitors the response – it needs following up.
- Children will also be able to self-check their work with **purple pen** to enable effective, instantaneous feedback in the lesson.

Foundation subjects marking

- Children will have work marked using **green pen** to indicate the knowledge they have acquired or the skills which they have demonstrated, with the learning objective highlighted in **green** to show if it has been met.
- 1 deep mark per foundation subject, per unit.
- **Science:** All science sessions must be marked. Two sessions of each unit must be deep marked with opportunities for children to respond to feedback
 - **scaffold** – to support a child with a misconception that they have;
 - **consolidate** – continue working on the skill from the learning objective;
 - **challenge** - to extend them further by applying their knowledge to other problems. – **purple pen** responses as early morning work the following day.
- Scientific specific spellings must be addressed in marking

Marking Homework

All written forms of homework should be marked and acknowledged by the teacher using 'light marking' such as short praise comments, corrections, positive symbols, stamps, stickers, house points, and so on.

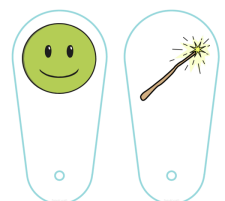
EYFS

EYFS assessments will be focused on the individual needs, interests, and developmental stages of each child. Assessment will be continuous and integrated into daily activities, not limited to formal testing. We will assess all areas of development, including cognitive, social, emotional, and physical skills. Assessments are designed to accommodate diverse backgrounds and abilities, ensuring that all children can participate meaningfully.

In EYFS marking and feedback strategies include:

Verbal Feedback

- Immediate feedback in Early Years is used on a regular basis. This is always given in language which is appropriate for the child's age and stage. This includes visuals including; green smiley face and wish icon.
- Children are taught that it is by making mistakes and taking on challenging tasks that they will learn and progress.



- Stickers and stamps are used throughout the day.
- Verbal praise and encouragement to be used frequently. E.g. *I liked the way you remembered to use a finger space... I can see how hard you worked on this. It should then be followed by a target. Next time you could try/have a go at...I will help you to...*
- Continuous oral dialogue about their play, work or special mark making books.
- When giving verbal feedback to children, use clear and simple language.

Observations

- The digital platform- **Evidence Me-** is used to observe the children. This is a variety of photos, videos and notes of what is seen when the child is learning through play in the provision. These are mostly long observations, giving more detail of how the child learns, linking this to the characteristics of effective learning.
- Observations are used to build evidence of that child as a holistic learner and gather their online 'learning journey'.
- Observations must include next steps in the children's learning
- Observations will include quotes from the child and most will have a clear next step for that child's learning.
- Each child will have 3 long observations per half term.
- All observations are shared with parents at the end of every half term.
- Parents can add their own observations to share any developmental milestones the children have completed at home eg: riding a bike without stabilisers for the first time, swimming certificate. Share these 'wow moments' with the class when parents send them in to celebrate together.

Annotations in Mark Making Book

- Annotations should give context about the activity and how the child held their pencil or concentrated
- If appropriate, include a quote from the child
- All work must be dated and have a title
- Show opportunities for them to practise a skill e.g. if consistently writing a letter backwards, tricky word spelt incorrectly.
- Mark making books must include at least 1 adult led activity each week and child initiated writing can be added throughout the week as the children show interest.

Marking scheme

Symbol	Stage	Meaning
Sp and green pen underlined	KS1 & 2	Spelling mistake. Up to 3 common words per piece. Children will then practise these with their purple pen in their book.
Pink highlight	KS1 & 2	Grammatical mistake. This could be because of an incorrect tense, incorrect subject-verb agreement error (e.g they <u>is</u>) or a missing piece of punctuation.
//	KS1 & 2	Needs a new paragraph.
VF	Whole school	When verbal feedback has been given.
T	KS1 & 2	When the child has worked with a teacher in a guided group.

TA	KS1 & 2	When the child has worked with a teaching assistant in a guided group.
AL	EYFS	Adult led
S	EYFS	Supported
CI	EYFS	Child Initiated

Policy written October 2024

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Policy review date: July 2026

Linked policy: Assessment

Appendix:
Policy Summary:

Subject	Expectations
General	<ul style="list-style-type: none"> ➤ All teacher marking / annotations in green pen ➤ All pupil self-assessment / corrections in purple pen ➤ Objective highlighted in green when met. ➤ Green highlighter used to indicate where a child has used the objective well. ➤ Pink highlighter used where a child needs to come back and improve / correct a misconception / error. ➤ COW time should be timetabled as part of some lessons
Year 2 to 6: English- writing	<ul style="list-style-type: none"> ➤ 1 deep mark per week- on longer pieces of writing. ➤ All other work 'light marked' or live marked during the lesson.
Spellings	<ul style="list-style-type: none"> ➤ No more than 3 spelling corrections in KS2 and up to 2 spelling corrections in KS. ➤ All technical vocabulary in science must be checked for spelling errors
Guided reading	<ul style="list-style-type: none"> ➤ Live marked in the lesson or 'light marked' once a week. Children can use their purple pens to self-assess.
Maths	<ul style="list-style-type: none"> ➤ 1 deep mark per week ➤ All other work 'light marked' or live marked during the lesson.
Science	<ul style="list-style-type: none"> ➤ 2 deep marks per unit ➤ All other work 'light marked' or live marked during the lesson.
Foundation subjects	<ul style="list-style-type: none"> ➤ 1 deep mark per unit ➤ All other work 'light marked' or live marked during the lesson.
Year 1	<ul style="list-style-type: none"> ➤ Light marking ➤ Teacher to conference with all children once a week for in-depth marking in writing – this can be done 1:1 and as part of a group. Teachers must keep their comments either in a mark book or written at the bottom of the child's page next to the relevant piece of work.
Early Years	<ul style="list-style-type: none"> ➤ Evidence Me- 1 longer, more detailed observation per week on each child ➤ Mark making books- all work annotated with a short comment relating to concentration, pencil grip or