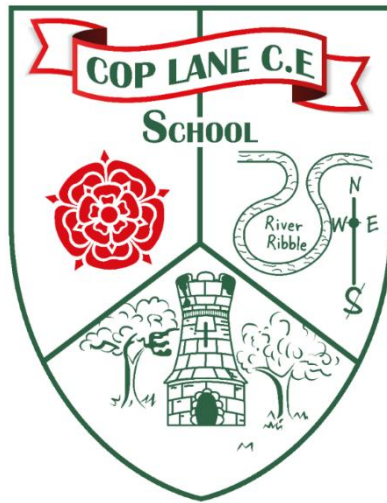


Cop Lane C.E Primary School



Marking and Feedback Policy

This plan is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4.13

This marking and feedback policy is part of our school's approach to Assessment, Recording and Reporting and motivation and behaviour, which together contribute to the overall raising of standards in school and the quality of children's learning and progress.

RATIONALE

At Cop Lane CE Primary School, we believe that there is more to marking than a tick or a cross in an exercise book.

We want to get the very best from our children, we show genuine interest in the work they produce and demonstrate the value we put upon achievement and effort by the quality of our response – be it written, oral or demonstrative. All marking and feedback should be meaningful to the children, and have an immediate impact on their learning and progress.

AIMS

Through our responses to children's work we aim to: -

1. Show that children's work is valued and their efforts respected.
2. Foster self-esteem, confidence and a growth mindset.
3. Give the children specific, accurate and clear praise and next steps, and thus raise standards.
4. Use marking as part of the assessment process to inform next-step teaching.
5. Motivate children to give of their best and have a sense of pride in the work they produce.
6. Encourage children to be self –critical, independent learners.
7. Promote consistency throughout the school.

PROCEDURES

1. It is important that children know what criteria will be used to mark their work, i.e. what we are looking for. The learning objectives should be made clear to the children from the beginning of the lesson and recorded in an age-appropriate manner. Work should be assessed against the learning objective and success criteria.
2. It is recognised that immediate, verbal feedback is the most effective way to address misconceptions and move children's learning on. Wherever possible, the majority of marking and feedback will take place within lesson time, in the presence of the child. Staff will provide children with immediate feedback by discussing next steps with them. Staff will also mark/annotate children's work within the lesson to provide support/prompts/encouragement.
3. After the lesson, any remaining work will be marked and any children who need further support in order to meet the learning objective will be identified. If a child does need further support, this will be signalled with an upward arrow and brief comment. These brief comments will be followed up with guided input/verbal feedback before the next lesson or in the 'starter' session of the next lesson.
4. Questions written on children's work after the lesson will only be used when appropriate e.g. when using a question to encourage the use of reflection in R.E.
5. Staff will write encouraging comments and/or use stickers, stamps and house points to show that the work is valued. Written responses will be focused on the success criteria for the lesson, or to praise the use of a 'growth mindset'. All written responses should be modelled according to the school's handwriting policy, so that they are easy for children to read and understand.
6. Work should be marked in green ink.
7. Children can be taught how to check and mark another's work; however this should be in purple ink to distinguish their marking from the marking of the teacher. Marking will be undertaken by an adult in the majority of cases with peer marking also being monitored to ensure feedback is relevant.

8. The adult marking work should always initial it. Peer marking should also be initialled by the pupil undertaking the marking. In both cases, the pupil producing the work should initial the written feedback to show that it has been read (where this appropriate to the ability and age of the child).
9. Children should be encouraged to read through and correct, where appropriate, their own work before showing it to the teacher. Children should be encouraged to use a dictionary to correct spellings where this is age and ability appropriate.
10. Following on from marking, children should be given 'fix-it' time to correct their work.
11. Children will be taught how to self-assess against the learning objective and success criteria. In KS1 and LKS2, children will use traffic light colours as their main form of self-assessment. In UKS2, children will self-assess by writing a comment at the end of the lesson whenever this is considered appropriate.

Guidelines:

It is important for a teacher to be consistent when marking work by following these guidelines.

- Marking and feedback will always be relevant to the lesson's learning objective and success criteria, with additional points of focus or reference to an individual pupil target being addressed, according to the ability of the individual child.
- (Teacher – child) verbal feedback is the most effective and immediate way of communicating a response and should be used whenever possible in a positive and constructive way.
- Adults will seek opportunities for children to demonstrate their success to others in all areas of the curriculum.

For example: -

PE – Ask a child or group of children to show a sequence of gymnastic movements to the rest of the class.

Music – Perform to another class or in worship.

Procedures for the Standardised Setting Out and

Presentation of Work

Children should be encouraged to present work clearly and follow the teacher's instructions carefully. As soon as children are able to write the date and learning objective themselves, they will be taught to use the following 'DUMTUM' guidelines:

Date

Underline

Miss a line

Title

Underline

Miss a line

Pupils will also be encouraged to:

1. Rule off after the last piece of work before starting a new piece of work, if less than half a page has been used.
2. Write subtitles where appropriate on the left-hand side next to the margin.
3. Underline subtitles.

4. Leave a line space between each exercise.
5. Leave a line space between each paragraph.
6. Write 1 digit per box in mathematics.

The full date will be used in all books except mathematics and art sketchbooks. Where $\frac{1}{2}$ / $\frac{1}{2}$ workbooks are used the date will be written on the top line. The final line space will not be used.

Pencils – on entry to school, children are taught how to hold a pencil correctly. They will be reminded to use a sharp pencil point at all times to allow clear presentation of work.

Use of erasers

Erasers can be used or children to indicate errors by using one ruled line and use purple pens for editing.

Self-correcting fluids are not to be used.

Use of rulers

All pupils will be encouraged to use a sharp pencil using appropriate pressure.

Use of pens

In KS2 pupils will begin to use pens for written work, where this is appropriate for the individual child or the tasks being undertaken. Pencil will be used where appropriate e.g. for mathematics, art, drawing diagrams.

Standard exercise books

Children should use the correct book for each subject.

Use of worksheets

Whilst we make **minimal use of worksheets** to encourage independent writing skills, especially for the more able children, the same standard of presentation is expected on worksheets as in exercise books.

Abbreviations

The following indicators may be used to support monitoring activities:

V.F – verbal feedback given (the expectation is that the children will receive verbal feedback within each lesson, therefore 'V.F' will be written only when deemed necessary by the teacher)

✓ - learning objective met with support

✓✓ - learning objective met independently

An underlined word - indicates to the child that they need to correct the spelling (where this is age/ability appropriate)

Dot in the margin or next to a calculation – indicates to the child that they need to find the error in that line and correct it

For EYFS pupils:

I – independent work

This policy was reviewed in September 2025.

It will be reviewed again in September 2028 or sooner if required.

Signed: *I. P. Ashmore*

Date: 01.09.25

