



Christ Church
CE Primary School

Marking and Feedback Policy

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Date of Sign Off: 25.09.2025
Date of Review: 25.09.2026



The Purpose of the policy

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

The need for a marking policy

It is important that the teaching team provides constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

We recognise that the teaching team consists of teachers and teaching assistants (TAs) and any other specialist teachers employed by the school.

Principles that Guide the School's Approach to Marking and Feedback

All children's work should be marked. However, marking and feedback should:

- Be manageable for the teaching team and accessible to the children.
- Be compliant with the suggestions of the Teachers' Workload document
- Relate to the learning intention.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to feedback where appropriate.
- Respond to individual learning needs.
- Inform future planning.
- Use consistent codes as displayed within the Key Stages.
- Ultimately be seen by children as a positive approach to improving their learning.

The effect of marking on attainment

Research has shown that oral feedback, as documented in this policy, has the most significant impact on raising achievement.

The methodology of marking children's work

At Christ Church, our feedback is based on giving quality verbal feedback as underpinned by current research. (See the EEF report in the appendix.) All children's written work will be ticked and initialled by a member of teaching staff to acknowledge the children's effort.

Teachers' marking should be completed in blue pen.

Oral Feedback

It is important for all children to have oral feedback from a member of the teaching team regularly, once a week as a minimum. Teachers make notes on their planning as a record of learning conversations which have happened. The focus of the feedback may also be clear from the polishing pen used in the child's book. This dialogue should focus upon successes, areas for development and to set targets for future learning. This will be indicated by **VFG** written in the pupil's book.

Summative Feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this themselves.

Formative feedback / marking

Formative feedback is given regularly to the whole class, groups of children and individuals as necessary based on the teacher's assessments of children's learning and progress.

Marking and feedback given by members of the teaching team other than teachers.

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate. Maths No Problem workbooks are marked and initialled by TAs in the main and this informs which children will access that day's Maths Clinic.

Independent Writing

Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child. Success Criteria may be shared for marking to be measured against.

In Key Stage 2 each piece is quality marked with two stars and a wish. In Key Stage 1 is marked and assessed by the teacher with a record of learning points made, to be fed back to the class and individuals to move learning forward.

Self & Peer Assessment

All children should be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for and action an improvement point. The plenary can then focus on this process as a way of analysing, learning and moving learning forward. Peers can give both oral and written feedback when appropriate and after training. PA + initials indicates the work has been peer assessed.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations
- Short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books

PPA and Supply cover

There is an expectation that teachers taking classes to cover for PPA or as supply, will mark the work taught appropriately, as stated in this policy.

Children's response to the feedback

Self-Marking and evaluation

Children should be given time to reflect on the feedback given and to make corrections and or improvements.

A *green polishing pen* will be used by pupils from Year 1 onwards, to make corrections and improvements as suggested in feedback. The green pen makes any alteration stand out. It can be used to make corrections in maths and in written pieces. The polishing pen can also be used to edit and improve pieces of writing before they are marked.

Subject Specific Marking and Feedback

Mathematics

Maths No Problem workbooks are generally marked by TAs (see **Marking and feedback given by members of the teaching team other than teachers.**)

Maths Journals are usually marked by the Teacher and the symbols ICED are used in Key Stage 2 (see Appendix for symbols.)

Vocabulary and Spelling

We encourage all children to use their knowledge of spelling patterns and Phonics when writing. Not all spellings will be corrected. Incorrect spellings will be indicated by SP or be underlined. (See codes in appendix.)

In Key Stage 2, there will be a maximum of 3 spelling corrections. The correction spelling will be given by the teacher which children will copy three times in green pen. In Key Stage 1, the focus will be on tricky words and common exception words will be copied up once.

Performing Arts

Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peers' performance.

Monitoring and evaluating this policy

This policy will be monitored through further consultation with staff and through the planned reviews.

Children's books will be monitored by class teachers and also by the SLT to assess progress and attainment and the impact of VFG.

Children's workbooks will be monitored by the SLT and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

If a child is absent or taking part in an intervention and has missed a piece/s of work, then this will be noted in their book.

If a single or series of lessons are completed in other books, recorded in a different format or comprise of practical activities, then a sticker will be placed in the book to indicate the learning that has taken place. Photographs may also be included.

Mark	Meaning
Supported	Help has been given by teacher or teaching assistant
PA	Peer assessment
S	A supply teacher directed this activity
VFG	Verbal feedback given
.....	Child can show the teacher they are unsure of a spelling, or identify the word for editing
SP or ~~~~~	Correct spelling given in marking
^	Addition or missed word here
Circled or CL	Incorrect use of capital letter
np	New paragraph needed
✓ ✓	A good example
	Star to show how a child has met the LO in Key Stage 2 Independent Writing
	Wish to show what could be improved or next focus for learning
In Maths journals:	
I	investigative
C	creative
E	evaluative
D	descriptive
F	formative