



**Constantine**  
Primary School



# Effective Marking And Feedback Policy

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Statutory or Best Practice Policy	Best practice
School or Trust Policy	School

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Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress and their next steps in learning. It helps to embed learning and enables accelerated learning. It also facilitates children taking ownership of their learning and supports building resilience in learning.

**Effective marking and feedback aims to:**

- Inform the pupil where they have met the learning objective and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

### **Marking and Feedback:**

In order to ensure that marking and feedback is purposeful and is consistent throughout the school, the following procedures should be followed.

- All work to be dated and underlined:

Literacy – has the long date including day.

Maths – has the short date with dots between numbers.

Science – has the short date with dots between numbers.

Topic books – as literacy.

### **Marking:**

**At Constantine School there are four key methods of marking:**

- Learning should be marked each day in order to ensure that it is purposeful, has an impact on progress and informs planning for next steps in learning.
- Learning should be marked according to the curricular focus and learning objective, i.e. in a piece of science learning, focus on the science knowledge and understanding. It must be noted however that the expectations of English content e.g. use of grammar, spelling (especially those associated with the topic e.g. magnet, photosynthesis) grammar and handwriting should remain consistently high.
- Teachers should mark with a **green** pen and teaching assistants should mark with a **purple** pen.
- Adults' handwriting must be clear, legible, well-formed and well-presented at all times and must be in line with the school's Core Expectations for Writing.
- There may be times when pupils mark their own or others work; this is called 'peer marking' in these cases, pupils should mark in red pen other than green, purple or the colour that they have written in.

- Where peer marking and assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for This can be done in red. The peer assessor's initials must be written next to the comment.
- Pupils will mark to show whether they have met one or more of their targets. This will be indicated by them putting a T in a circle in the margin next to where they feel they have met the target. If a target is met the teacher will put a T in a circle next to where the target has been met.
- Learning that is correct should be marked with a single tick in maths.
- In literacy and topic learning the teacher should highlight 3 examples of where a child has met the learning objective, this should be done in **green**. Highlighted in **pink** shows an area that the child needs to go back and correct.
- When marking English learning, it is important that the teacher and/or teaching assistant use the appropriate agreed symbols (*see: appendix 1*)
- All pupils should have access to a copy of the marking symbols and should be encouraged to refer to it (if needed) when they have their learning returned.
- When correcting Mathematics learning, any incorrect answers should be identified by a dot and corrections should be written separately where appropriate.

## Providing Feedback on Learning:

### Verbal Feedback:

- If the teacher or teaching assistant provides verbal feedback, 'VF' should be written on the learning.

### Learning objectives

There is a consistent whole school policy on how learning objectives should be presented in children's books. Older children should write out the date and LO, underline with a ruler and then write in their reflection line.

<u>Teacher feedback</u>	<u>Monday 9<sup>th</sup> October2023</u>	<u>Level of Support</u>
	<u>I can use adjectives in my writing.</u>	
	0 1 2 3 4 5 6 7 8 9 10	

- If an objective has been fully met, then the teacher feedback box should be highlighted in **green**.
- If an objective has been nearly met but child needs to revisit to ensure they have fully met the LO, then the teacher feedback box should be highlighted in **yellow**. This revisit should be done before the next lesson to enable the child to access the learning.
- If an objective has not been met and the child needs to revisit this learning, then the teacher feedback box should be highlighted in **pink**.
- The level of support should be completed by the child, and they are to use T to indicate when they have worked with the teacher and TA when they have worked with the teaching assistant.
- At times teachers will need to provide modelling for the child in their books, if they need to revisit some learning or needs to make a correct e.g in maths books the teacher may layout a calculation for the

child. Children will respond to next steps in red pen which will be marked by the teacher.

- It is expected that digit reversals and letter reversals will be picked up and children should have an opportunity to practise these.
- Marking should be precise and grammatical and sentence structure errors should be corrected.
- Spellings – 3 spellings should be correct and common spelling patterns should be picked out first. Children should practise these spellings below their piece of work.
- Children edit their learning with a red pen and this needs to be marked by the teacher.
- When a child feels they have met a literacy target they should indicate this with a T in a circle next to their learning. The teacher will indicate whether they have achieved their target when they mark the learning.

### Pupil Self-Assessment:

Reflection line

	0	1	2	3	4	5	6	7	8	9	10
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- Children should circle which number reflects how confidence they are with their learning before the lesson has been taught. This should be circled in pencil.
- At the end of the lesson the children should circle how confident they feel , this should be circled in red pen or pencil
- At the end of a writing unit, where appropriate, a marking ladder should be used by the teacher and pupil to support assessment, marking and feedback.

## Presentation of learning

We expect all staff to encourage children to aim for a high standard of presentation by following these guidelines.

- Where appropriate, depending on the age and need of the child, all work should be dated and titled with LO as title and this should be underlined. Date and LO labels can be prepared by the teacher to be stuck into the book if necessary. Titles start at the margin. Children should underline in pencil, pen as directed by the teacher.
- In maths, from Year 1 onwards, work should be set out using the squares i.e. one digit per square and numbering should be consistent with the set exercise.
- Written work should be done in pencil
- Diagrams in science books should be in pencil and should always be labelled
- There should be no drawing / doodling on or in any exercise book.

- The use of rubbers should be discouraged, and children should be encouraged to use a neat line through a mistake.
- Children should be given time to correct errors made or respond to teachers' marking in e.g. maths when they get their learning back. Repeated / selected spelling mistakes should also be corrected in the same way, by writing them out **three** times. The use of wordbooks, dictionaries and thesaurus should be encouraged to enable the child to correct their own mistakes. Children have their personalised spelling books to record their spellings in, which they can add too.
- Handwriting should be in line with school policy. Letters should be even with clear ascenders and descenders, and letters joined in line with the policy. All staff handwriting should serve as a model of good practice for pupils and reflect the agreed handwriting policy. Handwriting should be taught daily.

Appendix 1

## Marking Symbols

Symbol	Meaning
<u>thier</u>	Incorrect spellings should be underlined
f	Capital letter needed
F	Capital letter not needed
○	Incorrect punctuation mark used
//	New paragraph
△	Omission
P ○	Presentation needs to be improved
✗	Incorrect answer
✗✗ ✗	Good idea/vocabulary Brilliant idea/vocabulary
T	Target has been achieved
S TP ○ ○ ○	Sticker awarded Team point awarded Privilege awarded
VF	Verbal feedback given

