



# MARKING AND FEEDBACK POLICY

2026-2027

**Purford Green Primary and Nursery**  
Part of the Passmores Co-operative Learning Community

# PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices, whilst respecting the views and attitudes of others.

# Marking and Feedback Policy

## 1 Introduction

Marking and Feedback is an essential part of planning, teaching, learning and assessment. It should respond to children's work through constructive comments that acknowledge pupils' achievements, as well as encourage positive attitudes and learning behaviours leading to improved standards.

Effective feedback allows for self-assessment, where the child can recognise the next steps in their learning. It also encourages them to accept help from others.

At Purford Green Primary we aim to provide positive feedback whenever possible to enhance self-esteem and confidence.

Effective feedback should:

- Evaluate and assess children's learning.
- Tell pupils how well they are doing.
- Teach pupils what they need to do to improve.
- Leave pupils with action points.
- Show them their work is valued.
- Provide sensible advice.
- Establish continuity in comments from one piece of work to the next
- Be consistent across the school.
- Inform future planning and learning.
- Help parents to understand the strengths and areas to develop in their children's work.

## 2 Responsibilities

### 2.1 The Head of School /Senior Leadership will:

- Monitor marking and feedback through children's work and discussion with children.
- Support staff feedback in order to raise standards.
- Ensure that marking and feedback is manageable for teachers and staff.
- Involve all adults working with children in the classroom in implementing policy.

### 3.2 Teachers will:

Ensure that marking and feedback will:

1. Give recognition and appropriate praise for achievement.
2. Allow specific time for children to read, reflect and respond to marking, so that they become aware of and reflect on their own learning needs.
3. Give clear strategies for improvement.
4. Respond to individual learning needs, marking face-to-face with some and at a distance, or providing opportunities for independent and peer marking for others.
5. Inform future planning and individual target setting

### **3.3 Teaching and Learning Support Staff will:**

- Ensure that they are aware of the school's marking and feedback policy and check with the teacher about the appropriateness of marking and feedback in their teaching.
- Ensure that the teacher is made aware of any difficulties and successes that a child may have.
- Use knowledge of how children responded in order to assist in the planning or adaptation of the next lesson.

### **3.4 Parents will be:**

- Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their child's learning.
- Encouraged to understand how marking and feedback can be used as a real tool for learning and improvement.
- Encouraged to understand that their child's developing independence and responsibility for their learning are enhanced through opportunities to review, consider and edit their work whilst it is still relevant and current.

## **4 Forms of Marking and Feedback**

At Purford Green Primary we recognise that a variety of marking and feedback strategies should be used on a daily basis to support the learning of our children. All comments that are written are expected to be written in a neat legible handwriting style, modelling the schools adopted continuous cursive style or print style in EYFS and Year 1.

**4.1 Verbal Feedback and Live Marking** - Purford Green Primary recognises the importance of children receiving regular feedback at the point of learning. Through research this approach has been seen to have the greatest impact on long-term learning. Adults talk to children in the lesson, where possible, about how they have met the learning objective and their success criteria. Through discussion, teachers will correct any misunderstandings and extend learning by giving next steps advice. Children of all ages need verbal feedback.

**4.2 Acknowledgement Marking** – All written work should be acknowledged by a tick at a minimum and adults may use short phrases to acknowledge an aspect of work or effort – e.g. great story, super handwriting, excellent effort or use a smiley face symbol.

**4.3 Self-Marking** – At times, children are given the opportunity to mark, correct and edit their own work. This is usually in response to *Success Criteria* or actual answers given by the teacher or learning support assistant (LSA). This would be suitable for reading comprehension answers, times tables practice and some maths marking.

**4.4 Paired Peer Marking** – Children are asked to mark the work of another class member as part of effective teaching and learning practice. They do this against the '*Success Criteria*' set out for the lesson. Children should do this in pairs so that the author has ownership of the work, and it is encouraged that this is done on post it notes and added to books.

**4.5 Next Step Marking and Feedback** - This is carried out by the teacher or other adult. It should be of the highest quality and, to be effective, should include these elements:

1. positive comments about what the learner has done well, focusing on the learning expectations for a particular piece of work.
2. A key aspect to improve in that lesson / next lesson.

## Marking within subjects

- Teachers are encouraged to live mark in the lesson and to give verbal feedback at the time of learning as this has the greatest impact to learning.
- In writing units, one piece of work will be marked in detail giving feedback to the child. Feedback should be done at a time in the writing process that will support children's progress and development.
- All written work will at least be ticked to recognise the work a child has completed and where relevant an acknowledgement sentence or short phrase can be used e.g. great effort or a smiley face.
- Spelling mistakes need to be identified in all written work (including maths) and opportunities for children to correct spellings during the editing process in English. These should be highlighted by the teacher in KS1, with children highlighting themselves in KS2.
- Spellings that are identified should link to common exception words from current or previous year groups or words linking to those explored in spelling lessons.
- Calculation mistakes in maths should be identified with a dot. Mistakes identified need to be addressed within the lesson or as part of feedback.
- Some subjects e.g. Music and PE are difficult to mark due to their practical nature and verbal feedback will be given in those practical subjects to pupils.

## 6. Marking and feedback in the Foundation Stage:

Marking and feedback in the Early Years Foundation Stage will be in response to observation of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion. Appropriate methods for marking and feedback in the EYFS are:

- Live marking
- Regular praise and encouragement
- Adults talking to children individually about their achievements and how to develop their skills further.
- Group time where children talk with their peers and teacher about their learning.
- Paired peer assessment
- Annotation of photographic evidence
- Simple images as reminders or rewards e.g. a smiley face
- School reward system to celebrate their achievements – stickers and house points.

**All adults in the EYFS setting should be aware of the next steps in each child's writing or maths journey and have the knowledge to be able to support development towards the next step in learning.**

## 7 Monitoring and Evaluation

Each term, the Leadership Team will meet with teachers to discuss samples of work to monitor the

implementation of this policy. During the year subject Leaders will meet with children with their books to discuss the effectiveness of feedback and marking on their progress.

The desired outcomes for this policy are improvement in children's learning and greater clarity for children and parents.

## APPENDIX Agreed Actions, Abbreviations and Symbols

### 1 Agreed Actions

|                                                                                   |                                                                  |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------|
|  | Teachers will use green to mark children's work in Purford Green |
|  | Y1 – Y6 pupils will edit their work in purple pen.               |

|                                                                                   |                                                                                                                                                                       |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Peer marking should be in pencil and initials indicated by the peer marker and post it notes used to record written feedback and added to appropriate place in a book |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 2 Abbreviations

Marking symbols will be shared with all pupils so that they are understood by all pupils.

|                                                        | Symbol                                                                              |
|--------------------------------------------------------|-------------------------------------------------------------------------------------|
| Supported work by adult – adult support                | S                                                                                   |
| Word omitted                                           |  |
| Spelling mistakes underlined (jiggly or straight line) |  |

|                                                                             | Symbol                                                                                |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| New paragraph needed                                                        |  |
| Something done well e.g. good sentences punctuation, vocabulary=double tick |  |
|                                                                             |                                                                                       |