



Marking and Feedback Policy

Author	Date Reviewed	Next Review
Castledyke Primary School	April 2025	April 2027
Mrs Ruth Dervey - Governor	October 2025	



CONTENTS

1. Intent	3
2. Implementation	3
3. Impact	3
4. Feedback and marking in practice	3
5. Use of colour when marking	4
6. Success criteria	4
7. Basic skills	4
8. Progress (P) Tasks	4
9. Frequency of marking	4
10. Self, peer marking and collaborative feedback	5
11. Monitoring and evaluation	5
12. Progression in marking and feedback	5
13. Editing and improving	5
14. Feedback in Maths	6
15. Marking Stations	6
16. What does your marking mean?	6

1. Intent

At Castledyke, we believe that a successful, quality Marking and Feedback Policy will contribute to all children being active participants in their learning, enabling them to reach their academic and personal potential.

Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child.

2. Implementation

Effective feedback should:

- be provided in a timely manner.
- relate to learning objectives for each lesson.
- provide clear information to children.
- encourage progress and promote independence of self-correcting.
- direct children to their next steps for improvement.
- inform assessment and future planning.

3. Impact

Why do we mark children's work?

- As part of ongoing formative assessment;
- To assist forward planning and learning;
- To provide helpful feedback to students;
- To recognise students' achievements, encourage and build confidence;
- To ensure set tasks have been carried out to an expected standard.

4. Feedback and marking in practice

Feedback can be given in a variety of ways and may occur at one of the four common stages in the learning process:

Type	What it looks like	Evidence (for observers)
Immediate (at the point of composition)	<ul style="list-style-type: none">• Includes teachers gathering feedback from teaching within the course of the lesson, including white board, book work etc.• Takes place in lessons with individuals or small groups.• Often given verbally to students for immediate action.• May involve use of TA to provide support of further challenge.• May redirect the focus of teaching or the task.	Lesson
Summary	<ul style="list-style-type: none">• Takes place at the end of the lesson or activity.• Often involves whole groups or classes.• Provides an opportunity for evaluation of learning.• May be self or peer assessment against success criteria.• May take the form of a quiz, test or score on a game.	Lesson Learning walk Some evidence of self/peer assessment Quiz / test results

Feed-forward	<ul style="list-style-type: none"> • In writing, the teaching sequence has clear stages for planning, drafting, editing and improving. • Formative and summative assessments, including gap analysis, ensures that errors and misconceptions are addressed in subsequent lessons. 	Lessons Learning walks Evidence in books of students editing and redrafting in green pen
Summative	<ul style="list-style-type: none"> • End of term tests or quizzes 	Test results

5. Use of colour when marking

- Teachers will use pink pens to mark.
- Children will use green pens to mark.
- Highlighters may be used in Early Years/Key Stage 1 and lower KS2 to indicate positives and/or areas to improve.

6. Success criteria

- Students need to know how they can be successful.
- Success criteria will be shared with students during the lesson input.
- Objectives can be used to scaffold success criteria.

7. Basic skills

- Errors in basic skills in punctuation and handwriting should be picked up and addressed so that they do not become embedded.

8. Progress (P) tasks

Progress tasks are used to move the child's learning forward and should be subject specific:

- They can be used to extend learning e.g. 'Use a more effective adjective' or 'Add a relative clause to add extra information.'
- They can also be used to address basic skills such as spelling/punctuation.
- They can be used to improve letter/number formation.
- They can be used as an opportunity to check for mastery, e.g. giving the child a reasoning or problem solving question.
- Children should be given read and respond time, so they can act upon guidance and make visible improvements.
- Staff should acknowledge when the P task has been completed.
- All students should have evidence in their books of P tasks being given regularly.

9. Frequency of marking

- All work should be acknowledged.
- When a book is returned to a child, they should see their work has been marked.
- Marking must be kept up to date

10. Self, peer marking and collaborative feedback

- This should always be specific and linked to the learning objective or success criteria.
- All self and peer marking is completed in green.
- When using marking stations in Maths, children will go back and correct the questions they have got wrong, in green pen, showing their working out.

11. Monitoring and evaluation

- Feedback and marking will be monitored by senior leaders/subject leaders as part of the school's monitoring timetable.
- Evidence will be collected from a range of sources, including drop ins, books, student voice and planning sequences.

12. Progression in marking and feedback

Nursery Reception	<ul style="list-style-type: none">• Verbal feedback to encourage self assessment skills• Children are given next steps linked to their learning journeys and additional notes may be added by staff• Children may use thumbs up to assess their own learning where up=good, sideways=need support and down=not fully understood • The teacher makes notes and helps the children verbally assess what they have achieved.• Questioning is used as a key part of feedback in Nursery and Reception• The green pen and P symbol for progress tasks is introduced • Yellow and green highlighters are introduced• The smiley/ straight face symbols are used• Transition to KS1 marking beginning in the summer term
Key Stage 1	<ul style="list-style-type: none">• Time is given in lessons to reflect and respond to feedback if they are able to read it independently or to complete supported by an adult• Work is marked in pink pen; smiley face symbols used to show if the child has met or partially met the learning objective• P is used for progress task• Green pen is used consistently by children• Children understand the meaning of green and yellow highlighters • Children are beginning to self mark• By the end of KS1 children are comfortable with smiley and straight face symbols• By the end of KS1 children can self assess using the traffic light system; red = I have found this difficult, amber = I need some more help. Green = I understand• Transition to KS2 marking begins in the summer term.
Key Stage 2	<ul style="list-style-type: none">• All of the above statements will be embedded• Time is given for children to read and respond to feedback at an appropriate time. Children's responses are in green pen• Children are confident to self assess• Children are confident in self marking• Children are confident in peer assessment

13. Editing and improving

- Editing and improving are two different things:
- **Edit:** Proof-reading, spelling, punctuation and accuracy.
- **Improve:** sentence level work, impact of vocabulary choices, effect on the reader and is always linked to the purpose of the writing.

- Children will have editing and improving sessions where they receive feedback about strengths and areas for development.
- Working Walls, word banks and examples can be used to scaffold learning.
- Highlighters (Key Stage 1) and/or P tasks (Key Stage 2) can be used to direct editing and improving.

14. Feedback in Maths

- Key Stage 2 children use marking stations competently and teachers monitor their use.
- Key Stage 1 children are trained how to use marking stations and teachers check they are using them effectively.
- Teachers review learning and use their formative assessment to plan for next stages.
- If a child has not attempted a problem solving task, it should be set as a progress task- where appropriate.
- Where a child has formed digits inaccurately, teachers set progress tasks to address the error.

15. Marking Stations:

- After completing no more than six calculations, children should check their answers.
- Corrections should be made in green pen showing working out where appropriate.
- If they are confident and answers are correct, children move onto the next level of challenge.
- If they do not understand something, children can work with buddies or adults to help them understand.

16. What does your Marking Mean?

Symbol	What it means
I can	This is the learning intention for the child
	I can statement achieved
	I can statement not achieve yet /partially achieved today
P	Progress task
SDI	Same day intervention
AS	Adult support
AG	Adult guided
Sp	Spelling to correct
//	<u>New paragraph required</u> EY/KS1 only Yellow highlighter - good
Abs	<u>EY/KS1 only Green highlighter - improve</u> Absent + date recorded to show the child was not in school for work

	that day
--	----------