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## MARKING AND FEEDBACK POLICY

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**Approved by:** Head Teacher

**Date Approved:** April 2026

**Next review due:** April 2027

## Marking and Feedback Policy

### Aim

We believe in meaningful, immediate, purposeful and effective marking and feedback. As a result, our children make accelerated progress and due to the instant live feedback, their self-esteem is boosted. Where possible, marking is live in order to address misconceptions in a timely manner rather than reacting after the lesson.

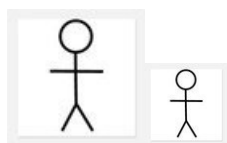
### Objectives

Marking will be used to:

- Identify if a child has achieved, not achieved or surpassed the learning objectives of the lesson – via independent, with support or deep statements.
- Inform planning for subsequent lessons;
- Further challenge the pupils learning.

### Marking

Where possible, pupils' work will be marked during the course of the day, live, with the pupils. This includes HLTAs and LSAs marking the work with the pupils. If an adult has supported a pupil with their independent learning, then a large stickman and a small stickman should be drawn above the LO sticker with adult's initials:



### Agreed practice

1. A purple pen will be used by all adults to mark children's work to address any errors, misconceptions or move learning on **against the success criteria**.
2. A green highlighter will be used to underline the LO and success criteria to show achievement against this both on the SC statement and in the work.
3. An orange highlighter will be used to highlight the success criteria identifying areas for improvement and or next steps against this.
4. Ensure examples are modelled to scaffold and support children achieving the next steps.
5. Where possible and appropriate, lessons should have a next step. Either as a missed SC step, mastery question or a further personalised development.
6. Teacher's need to allocate the beginning of the next session as specific time to read, reflect and respond to these comments.
7. Children's responses to marking must be made in blue pen (pencil for KS1).
8. KS2 peer responses should always be completed on a large, yellow lined post-it (not directly on another child's work) and the children should be provided with stem sentences to support them in doing this (refer to Austin's Butterfly).
9. Once next steps have been completed, the teacher needs to highlight this in green or orange. When the next step has still been highlighted orange, it should be evident through Mind the Gap sessions that this has been addressed - individually or whole class.
10. Reading diaries should be checked daily.
11. In all pieces of work, at least 1 spelling (maximum 3) is addressed by underlining the incorrect part in the word and then writing the correct spelling at the end of the work for the pupil to copy out 3 times. The spellings must be age-appropriate and at the pupil's ability level.

If identifying spellings during live marking, write the correct spelling in the margin for the pupil to correct.

### **Maths:**

Number sentences and mathematical methods will be modelled for children to correct errors or challenge misconceptions.

Maths work will be marked live with the children. For KS2, this may take the form of pupil self-marking, peer marking or group marking and this should be completed with a green or orange pencil and underlined with a ruler.

A green highlighter indicates success against the learning objective and the correct answer(s).

An orange highlighter will indicate incorrect answers.

### **Curriculum (including English):**

The most relevant and age-appropriate incorrect spellings should be addressed using the marking codes (*sp*) for the children to correct in blue pen (pencil for KS1).

Grammar errors should be addressed individually, in a group or as a whole class and this will be evident through the correct use in future pieces of work.

All children are expected to use cursive handwriting and this will be modelled by all adults through displays, flipcharts, marking etc.

All extended pieces and double-page spreads should include time to proof-read, re-draft and edit throughout the week. A 'whole class marking sheet' needs to be used for writing drafts.

### **Work to praise and share**

Class teachers choose children's work each session to display under the visualiser as a model of high-quality expectations. This should be identified using the 'Praise and Share' stamp. There is no limit to the number of pieces shown. Usually, these pieces of work will then be presented on display in classroom and communal areas - ensure the pupil's name is added to the work on display.

### **Mind the gap**

Our vision is that we keep the gap closed between groups of children. The notion that all children should "Keep up, not catch up" is at the heart of this. Therefore, children will be given time throughout the day to attend 'Mind the Gap' sessions in order to do this. Mind the gap sessions could run at these times:

During assembly with CTs

With 1:1 CTs/HLTAs/ LSAs throughout the day

Any adult running a 'Mind the Gap' session will bracket, using a blue highlighter, the section of work they have targeted during this session. This will be accompanied by a 'Mind the Gap' stamp in the margin. If the adult can evidence that the child has now achieved the LO, they should highlight this in blue. Targets can also be highlighted in blue once achieved in a 'Mind the Gap' session.

### **Marking Codes**



**Underlined in Green = Areas of Strength**

**Underlined in Orange = Areas to Further Develop**

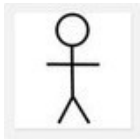
### **Below codes to be used down the margin (adapted as needed for lower ability):**

- Do not overload their work with marking codes.
- Code the marvellous mistakes that they shouldn't be making and a few challenge ones.

Teacher judgement should be used when using these codes. For example, do not correct missing brackets for parenthesis if they haven't mastered full stops. Teacher judgement should also consider what has been taught.

P	<p><b>Punctuation:</b> <i>full stops, capital letters, commas, apostrophes, inverted commas, exclamation marks, question marks, colons and semi colons, brackets, dashes etc.</i></p> <p>Circle the mistake or where it is missing if they need support finding the error. 'P' in the margin.</p>
G 	<p><b>Grammar:</b> <i>e.g. was/were etc.</i></p> <p>Underline the error with a wiggly line, 'G' in the margin</p>
T	<p><b>Tense</b></p> <p>Underline the mistake if needed, 'T' in the margin.</p>
SP 	<p><b>Spelling</b></p> <p>Underline the part of the word that is incorrect and 'SP' in the margin. Provide spelling if needed (where appropriate, using teacher judgement).</p>
//	<p><b>Paragraph</b></p> <p>lines: teach the children to include these if they have missed a new paragraph.</p>
V	<p><b>Vocabulary</b></p> <p>Encourage to choose a better synonym using a thesaurus or word bank. 'V' in the margin, wiggly line under the word.</p>
^	<p>Missing word/words – indicate in text where missing.</p>

**Code next to or above the LO (or individual sections of work as needed):**



= Work completed with adult support

For independent work, no code is necessary, as assumptions will be made that the work is independent.

**Additional stamps used in the margin beside individual sections.**



Work that has been shared and celebrated.

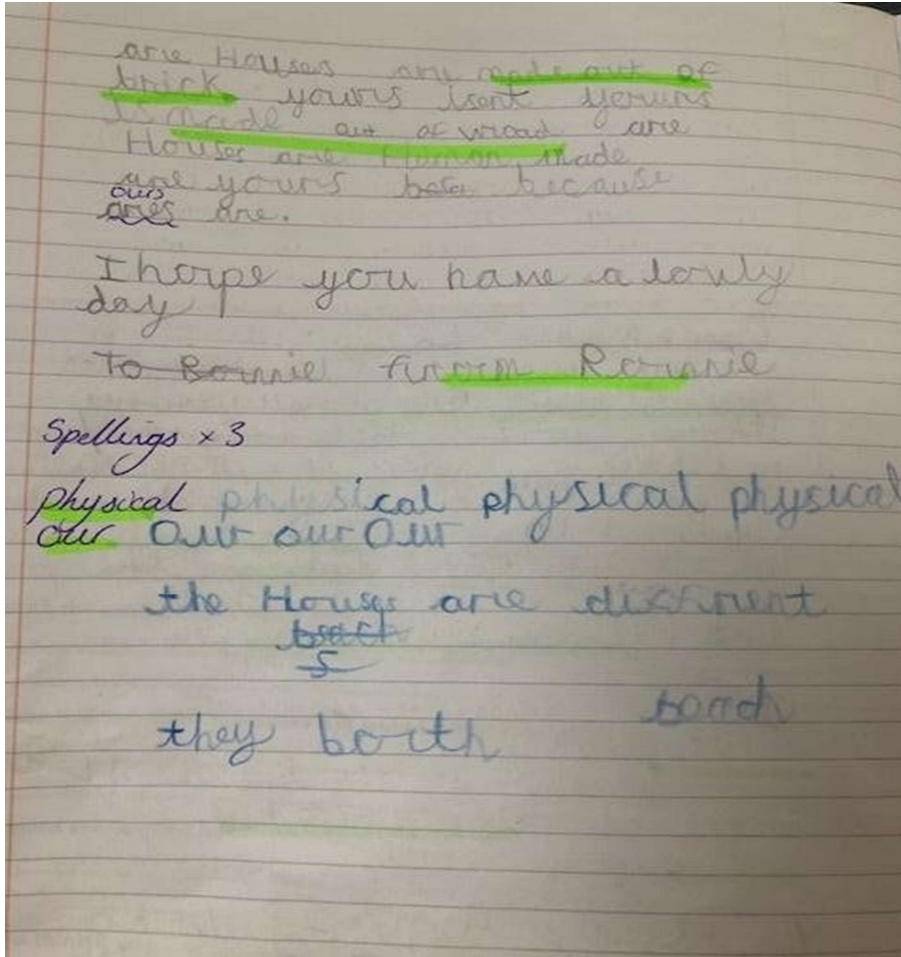
For further guidance and support, please see your Senior Leadership Team to support you with how to live mark effectively for your class and refer to the examples below.



Work has been supported through a Mind the Gap session.

Example 1

- spellings corrected and practised x 3 (blue pencil for KS1 and blue pen for KS2)



## Example 2

- Success Criteria marked off for every lesson in green and examples in the text highlighted
- CQ assessed for every lesson in green
- Clear stickman to show independent work
- Spellings corrected (blue pencil for KS1 and blue pen for KS2)
- Next step to explain and clarify incorrect use in orange – this will then be corrected by the pupil in blue. (blue pencil for KS1 and blue pen for KS2)

Success Criteria

I can understand what speech marks look like and what they are used for.  
I can use direct speech for the conversation between the wolf and the three little pigs.  
I can use speech marks to show what is being said.

Basic	Advancing	Deep
With support, I can use some capital letters and full stops.	I can use capital letters, full stops and speech marks.	I can punctuate my writing accurately.

“Excuse me, little pig, can I please come in and borrow a cup of sugar?” asked the wolf.

“No! Go away!” replied the pig.

“Please let me in I won’t shooogen sugar please not by my spinky chin shin  
sp I just want to have some shooogen  
I sneest and the howse gett doo

Spellings x 3  
just just just just

“I went to my gend naybers house it was mayd of bricks the pig ~~had~~ said I am gen to pooh a ~~pir~~ ~~pir~~ under chair.”

We only use speed marks to show what a character is saying.

### Example 3

- Success Criteria marked off for every lesson in green and examples in the text highlighted
- CQ assessed for every lesson in green
- Clear stickman to show independent work
- Next step to expand knowledge and understanding (blue pencil for KS1 and blue pen for KS2)

Wednesday 19<sup>th</sup> June 2019

LO: To make predictions using inference skills.

READING

Success Criteria

- I can make inferences from the front cover and blurb.
- I can make inferences about who the main characters are.
- I can make suitable predictions using clues from the text.

Basic	Advancing	Deep
With support, I can predict what might happen (in both books that I have read accurately and from those I listen to) on the basis of what has been read so far. During discussions, I can make simple inferences about a character.	Independently, I can predict what might happen (in both books that I have read accurately and from those I listen to) on the basis of what has been read so far. I can make simple inferences about a character.	Independently, I can make plausible predictions based on knowledge of the text and justify my predictions by referring to the text. Independently, I can make reasoned judgments on a character's actions.

I think the wolf ~~was~~ ~~was~~ suddenly sneeze on the ~~the~~ little pig's house because he was trying to ~~take~~ ~~take~~ a cake to grandma but he ~~was~~ <sup>was</sup> allergic to it and the little pig's house fell down on the ground wool of the pig's house was made of wool the other pig's house was made of straw the next house was made of bricks. I think the main character is the wolf. The wolf couldn't blow the brick house I think the wolf is the main character because he was on the front cover and went to grandma's.

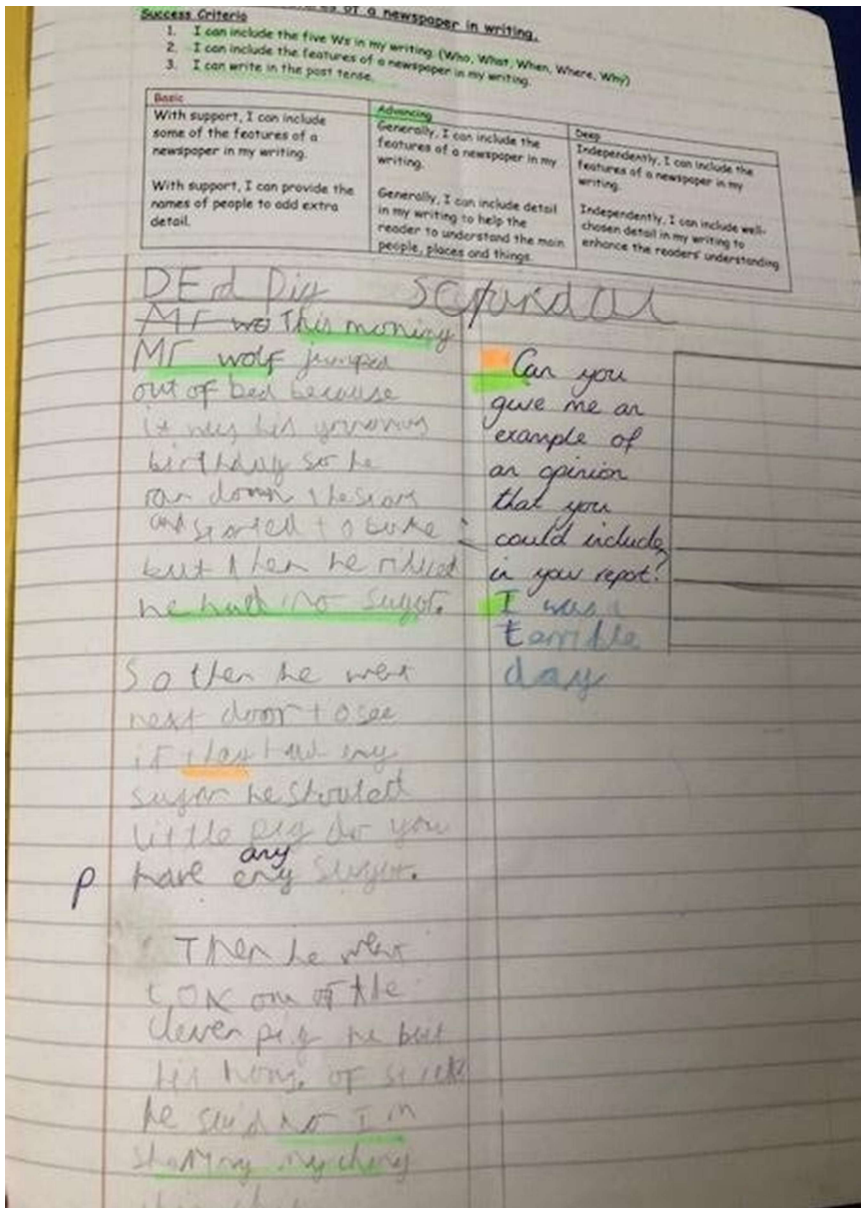
How would the wolf being allergic to the cake cause him to blow the houses down?

It would make him sneeze.

Example 4

- Success Criteria marked off for every lesson in green and examples in the text highlighted
- CQ assessed for every lesson in green
- Punctuation identified and corrected (blue pencil for KS1 and blue pen for KS2)

- Areas to be developed further identified in orange highlighted– this will then be corrected by the pupil in blue. (blue pencil for KS1 and blue pen for KS2)
- Next step to explain and clarify incorrect use in orange – this will then be corrected by the pupil in blue. (blue pencil for KS1 and blue pen for KS2)



### Example 5

- Success Criteria marked off for every lesson in green and examples in the text highlighted
- CQ assessed for every lesson in green
- Clear stickman to show independence

- Areas to be developed further identified in orange highlighted– this was within the lesson and so answered by the pupil in pencil, this could be in blue. (blue pencil for KS1 and blue pen for KS2)
- Next step to explain and clarify incorrect use in orange – this will then be corrected by the pupil in blue. (blue pencil for KS1 and blue pen for KS2)

Wednesday 19<sup>th</sup> June 2019

**L.O. To make predictions using inference skills.**

**Success Criteria**

- I can make inferences from the front cover and blurb.
- I can make inferences about who the main characters are.
- I can make suitable predictions using clues from the text.

READING

Basic	Advancing	Deep
With support, I can predict what might happen (in both books that I have read accurately and from those I listen to) on the basis of what has been read so far. During discussions, I can make simple inferences about a character.	Independently, I can predict what might happen (in both books that I have read accurately and from those I listen to) on the basis of what has been read so far. I can make simple inferences about a character.	Independently, I can make plausible predictions based on knowledge of the text and justify my predictions by referring to the text. Independently, I can make reasoned judgements on a character's actions.

I Predict The wolf Will sneeze in the cake and gave grandma get's so she call the cold from the cake?

I think The main character will be the wolf because he is the main character.

Why do you think that the wolf and grandma will get a cold? because the blurb explained every thing in the blurb says what happens

because The wolf is on the front cover and he wrote the book

How do you know that they are the main characters?

### Example 6

- Success Criteria marked off for every lesson in green and examples in the text highlighted
- CQ assessed for every lesson in green
- Next step is the mastery question which is then completed in blue (blue pencil for KS1 and blue pen for KS2)

- Additional areas to improve included in purple by the class teacher as well as praise.

January 2019

**LO: To understand, identify geographical similarities and differences between two places.**

**Success Criteria**

- I can identify similarities between Convey Island and Barbados.
- I can identify differences between Convey Island and Barbados.
- I can compare the physical and human features of Convey Island and Barbados.

Basic	Advising	Deep
With support, I can compare and contrast locations using some geographical vocabulary.	Generally, I can make good comparisons between locations using geographical vocabulary.	Independently, I can compare different locations using geographical vocabulary to describe the contrasting features.

**Mastery question - Can you think of some similarities and differences between Convey Island and the North Pole?**

Dear Kacie

Today we learnt about Barbados  
 my teacher mentioned you she  
 said you are here extend  
 We have learnt lots of things  
 we saw a picture of your  
 beach the water is as bright  
 as the sun.

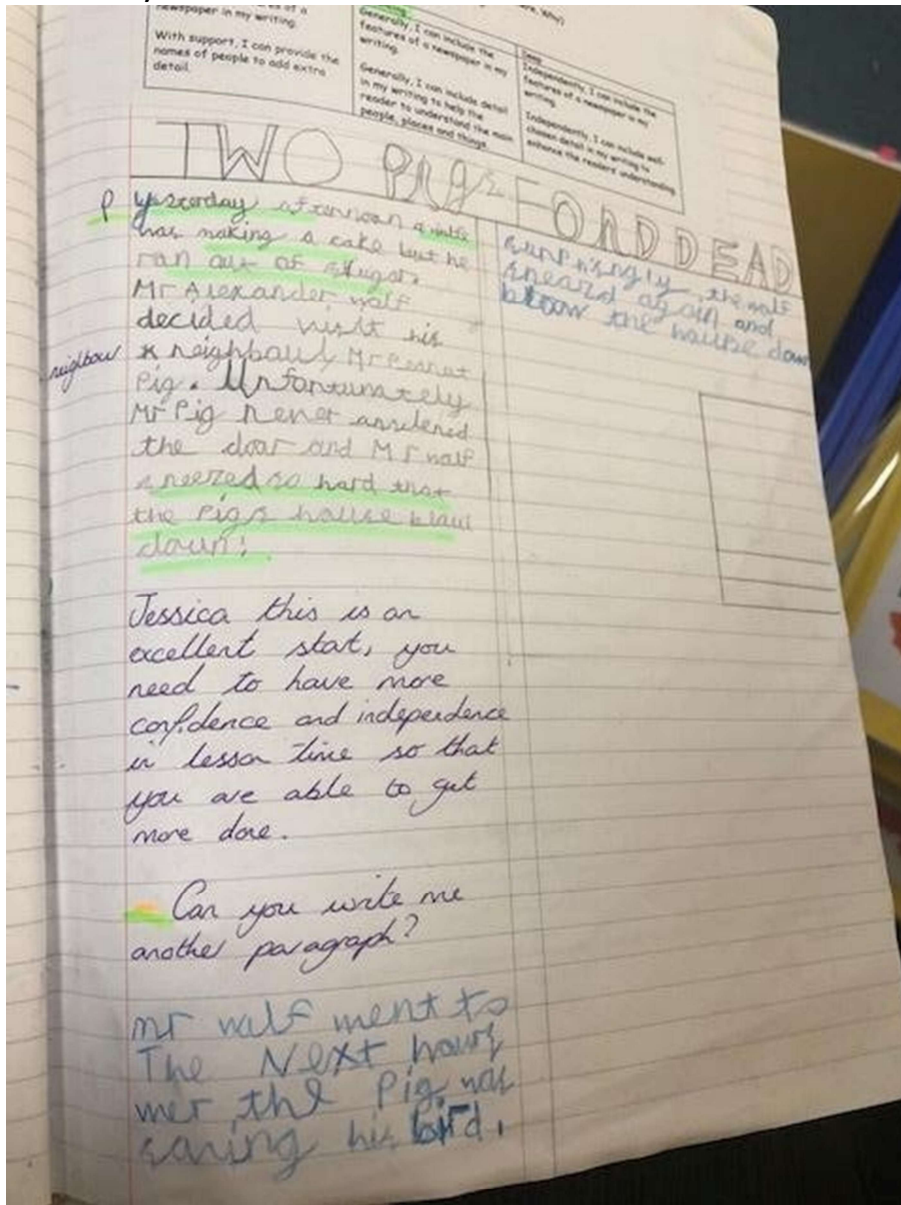
Our buildings are both  
 made that is a  
 similarity. I heard of  
 Barbados you have hurricanes.  
 have any of your things  
 been washed up?  
 Barbados has no chimneys  
 in convey we do  
 Barbados you have sea  
 we have the river Thames  
 it starts from the here  
 the hottest country I ever  
 heard of.

A great start, well done! The North Pole is  
 snowy and very cold.  
 Read your work and add in any missing full stops  
 question marks.  
 Complete your letter.

### Example 7

- Success Criteria marked off for every lesson in green and examples in the text highlighted
- CQ assessed for every lesson in green
- Punctuation identified and corrected (blue pencil for KS1 and blue pen for KS2)
- Areas to be developed further identified in orange highlighted– this will then be corrected by the pupil in blue. (blue pencil for KS1 and blue pen for KS2)

- Positive praise as well as addressing the expectations on the amount of work produced.
- Next step acts as a prompt to complete further work (blue pencil for KS1 and blue pen for KS2)



### Example 8

- Question by the teacher to guide the pupil with knowledge they have forgotten to include.
- Work clearly highlighted in green for success and orange for areas to improve and develop - these will then be corrected by the pupil in blue. (blue pencil for KS1 and blue pen for KS2)

I can compare intervals of time and sequence them on my own.

Independently, I can compare intervals of time and sequence them on my own.

I am beginning to recognise the time to five minutes.

ncy:  
ns of time in

		T O	T O	T O	T O
	+ 60	30	60	60	60
1.	60	30	60	60	60
2.	30	40	120		
3.	15 mins	T O	T O		
4.	90	60	60	T O	T O
5.	120	60	60	15	15
6.	180	180	180	15	15
				15	15
				34	15

How many minutes in quarters of an hour?

our is more than three

1.	49	False	T O	T O
2.	False	+ 13	13	13
3.	False	13	13	13
4.	False	13	13	13
	T O	T O	49	
	60			
	60			

- 2. TRUE
- 3. TRUE
- 4. TRUE

- Evidence of a mind the gap session – stamp used and bracketed in blue. This has been used for a pupil who is working at a deeper level but needs support to secure their knowledge and master this.
- Areas to be developed further identified in orange highlighted– this is then corrected by the pupil in blue. (blue pencil for KS1 and blue pen for KS2)

\*\*\* Challenge your thinking further

1. Simon looks at the fruit on the scales above. He says "the mass of two strawberries < the mass of the pear". Is he correct? How do you know?

2. Jenny says "the mass of the tomatoes > the mass of the oranges". Is she correct? How do you know?

\*\*\*Mastery:

Use two toys from the scales above to make the scale below correct. Which toy can replace each letter?

Dinosaur YoYo A B Jachona box

A = Rocket  
B = dinosaur YoYo

Yes because the scale says so

No because it is wrong on the scale

No he is not correct because the oranges are tipping the scale

You need to pick two toys that are not on the same scale.

Well done, Madison. You need to concentrate on your work like this in every lesson and not allow yourself to be distracted.

- CQ assessed for every lesson and LO in green
- Success highlighted within the work in green.

01.07.2019

**LO:** To compare the mass of objects and solve problems involving mass.

**Steps to success**

1. Read the question carefully, picking out the key words.
2. Look at the objects.
3. Which one weighs less than (<)?
4. Which one weighs more than (>)?
5. Write your answer

Basic	Advancing	Deep
With support, I can solve practical problems involving mass.	Generally, I can solve practical problems that involve comparing and describing the mass of different objects.	Independently, I can solve practical problems involving comparing and describing the mass of different objects.

**\*Independent Fluency:**  
Use the words 'more' or 'less' to complete the sentences.

1. A balloon weighs \_\_\_\_\_ than a rugby ball.
2. A car weighs \_\_\_\_\_ than a bike.
3. Two empty cups weigh \_\_\_\_\_ than two full cups.
4. A pair of shoes weighs \_\_\_\_\_ than a pair of socks.
5. A T-shirt and a pair of socks weigh \_\_\_\_\_ than a coat.

1. ~~less~~ less

2. more

3. less

4. more

5. less

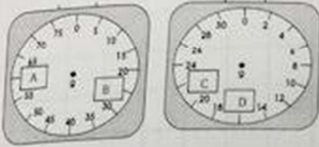
**\*Mastery:**  
Draw lines to show which side of the balance the objects belong.

- CQ assessed for every lesson in green
- Punctuation identified and corrected (blue pencil for KS1 and blue pen for KS2)
- Areas to be developed further identified in orange highlighted—the pupil then needed a prompt/scaffolding to support them and then they had another go in blue. (blue pencil for KS1 and blue pen for KS2)

5. Record your answer.

Basic	Advancing	Deep
With support, I can solve practical problems involving mass.	Generally, I can solve practical problems that involve comparing and describing the mass of different objects.	Independently, I can solve practical problems that involve comparing and describing the mass of different objects.


**\*Independent Fluency:**  
Complete the missing numbers on the scales.



A 60  
B 25  
C 60  
D 16

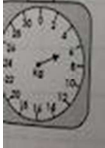
**Mastery:**  
True or false?

The scale reads 55 kg.



True  
 False

The scale reads lighter than 6kg.



True  
 False

Which number is the scale pointing to? 55

So is the statement true or false? True

- Photo page – date, LO, SC, CQ and mastery on the page with photos.
- SC marked off in each lesson
- CQ assessed for every lesson in green for individual pupils
- Pupil would then either complete missed SC or mastery in blue as a next step (blue pencil for KS1 and blue pen for KS2).

## HISTORY

Monday 13<sup>th</sup> May 2019

LO: To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out how Mary Seacole improved nursing.

### Success Criteria

- I can tell you some of the key events in Mary Seacole's life.
- I can explain how Mary Seacole helped soldiers.
- I can tell you how Mary Seacole improved nursing.

Basic	Advancing	Deep
With support, I can study and describe significant people. With support, I can study and describe the actions of people in the past.	I can select people from the past to describe and use the term 'significant'. I can understand why people in the past acted as they did - and I can present this information in my own way.	I can use the term 'significant' to justify choices of people to study and describe. I can thoroughly explore the reasons why people acted as they did in the past from more than one point of view. I can present and justify these opinions of the actions of people from the past.

**Mastery - What impact did Mary Seacole have?**



**Example 13** (3 pieces of work, continues on the next page).

- S2S marked off by the pupil in green/orange with a ruler.
- CQ assessed for every lesson in green for individual pupils ● Evidence of support in lesson via teacher input.
- Labels stuck in the middle and work completed below.
- Mind the Gap to address misconceptions – stamp and blue bracket.

25/02/19

LO: To describe position, direction and movement

Basic	Advancing	Deep
Positions on a coordinate grid, with two quadrants, are described.	Positions on the full coordinate grid (all four quadrants) are recognised and described.	Positions on the full coordinate grid (all four quadrants) are recognised and described without support.

Steps to success:

- Read the question carefully.
- Firstly, when reading or plotting coordinates you always go across first (horizontal).
- Secondly, when reading or plotting coordinates you always go up (vertical).
- A good way to remember this is: 'across the landing, up the stairs' or 'along the corridor, up the stairs'.
- Consider negative and positive numbers when calculating coordinates.

4. Emily plotted three co-ordinates. Work out the co-ordinates of A, B and C.

Along then up or down.

4.  $A = (3, 5)$   $B = (4, 0)$   $C = (4, -2)$

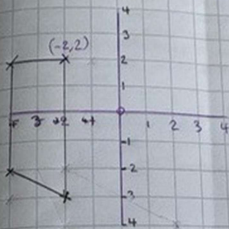
5. Plot the following co-ordinates on your books. A (5, 2) B (4, 4) C (-1, 2) D (-2, -3) E (2, -5). Join E back to A. What is the name of this shape?

Pentagon

M.  $\frac{0}{2}$   
ECF  
 $(-3, -3)$   
 $(0, 1)$

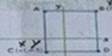
**Independent Fluency Mastery**  
A treasure chest is hidden at one point on this grid. Ebo says, 'It is in a rectangle with vertices at  $(-3, -2)$ ,  $(1, 2)$  and  $(-3, -3)$ .' Danny says, 'It is in a square with vertices at  $(-3, -3)$ ,  $(-1, 0)$  and  $(0, 5)$ .' Emma says, 'It is in a triangle with vertices at  $(-2, 2)$ ,  $(4, 1)$  and  $(4, -3)$ .' Where is the treasure chest?

Quadrilateral



- = Left/down  
+ = Right/up

2. Work out the missing coordinates of the rectangle. Explain how you calculated out your answer.



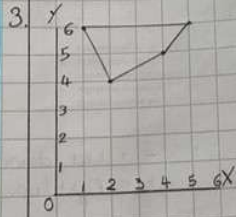
2.  $A = (-7, 3)$   $A = (-1, 8)$   
 $D = (-3, 8)$   $D = (7, -3)$

because we labelled x & y  
therefore we decided which  
coordinate should stay.

3. Jamie is drawing a trapezium. He wants his final shape to look like this.



Jamie uses the co-ordinates (2, 4), (4, 5), (1, 6) and (5, 6). Will he draw a trapezium that looks correct? If not, can you correct his co-ordinates?



move (4, 5) instead of  
(4, 4)

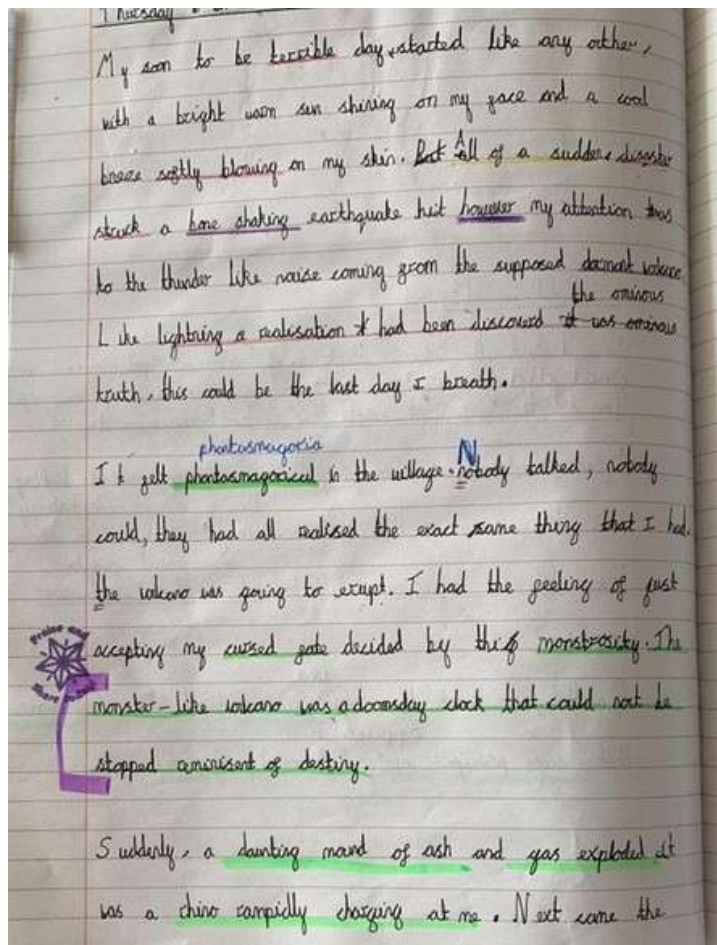
4. Marie has written the co-ordinates of point A, B and C. A (1, 1) B (2, 7) C (3, 4). Mark Marie's work and correct any mistakes.



4. B is wrong because it  
should be (7, 2) and C  
is wrong because they  
need to be switched  
around.

#### Example 14


- SC marked off in each lesson
- CQ assessed for every lesson in green for individual pupils
- Praise and Share – stamp and purple bracket. This would then be shared under the visualiser with the whole class to celebrate the success.



position, I would be able to unlock more paths for a growth mindset. With the current unknown pupil leadership team, we can come up with lots of fun and educational opportunities for our school.

Organisation will be vital for this role. This is a skill I believe I demonstrated well as a member of the school council and as both playleader and lunch monitors where I made sure I was prepared and attended every meeting and slot.

If I am fortunate enough to receive this opportunity, I will take it with great pride and confidence. I will make sure everybody is heard and their opinions are taken into

school councilor, lunch monitor and playleader in previous years. If I can be those amazing things back then, surely I have the potential to be this role along with my attributes and reasons. As a playleader, I tried to be open-minded with everyone around me, and tried my best to ensure everyone's lunchtimes <sup>was</sup> enjoyable. If there were any friendship group issues, <sup>a</sup> so I would advise the children to separate and keep some distance from each other, in the meantime I would inform an adult. I <sup>have proven</sup> prove to be a sensible student using this skill. As a school councilor,  I was a good listener and only requested proposals that were appropriate.

so These privileged positions have made me more responsible, and this I believe, will make me the best candidate for Head girl. With this