



Freeman Community Primary

Marking and Feedback Policy

Reviewed: June 2025

Signed:

Position: Headteacher

Review date: June 2026

Rationale

At Freeman Community Primary School we recognise that providing feedback is an essential feature of effective teaching and learning. Providing in the moment, accurate feedback to children which highlights their successes as well as next steps to improve should be a key component of every lesson.

The purpose of this policy is to provide clear expectations of how all staff at Freeman Community Primary School should be marking children's work and providing feedback to all learners.

Teaching standard 6 (2012) requires teachers to:

'Make accurate and productive use of assessment, and to give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback.'

Our policy draws upon evidence of best practice from the Education Endowment Foundation (EEF). Research has shown that effective feedback has a significant impact on raising achievement, with most effective feedback being verbal, this can be given to individuals or groups of children.

Effective feedback should;

- take place in the lesson itself with the child, not afterwards
- be accessible for all children
- provide specific guidance on how to improve
- be responded to by the children

In addition, we have considered the recommendations from the DFE around reducing teacher workload, in particular, written marking.

Types of marking

1. Immediate marking at the point of teaching

Immediate, or live, marking, will be the most frequently used marking and will have the biggest impact on learning. The expectation is that this will be used in the majority of lessons.

2. Summary, towards the end of the lesson

3. Review, when the lesson has ended

The EEF identify that feedback is effective during and immediately after learning. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking.

Expectations at Freeman Community Primary School

Children will write in pencil, children in Years 5 and 6 can write in black pen if they find it more comfortable.

Teachers will mark in purple pen.

Support staff will mark in blue pen.

Children will respond to marking in green pen at an age-appropriate level from Year 1 upwards. Reception children will respond in pencil to in the moment verbal feedback. Responses will be a meaningful and relate to the work.

All adults will use yellow highlighter to identify positives within children's work which is related to the objective, and will use pink highlighter to identify points for improvement.

General expectations

- Majority of marking and feedback will be completed by an adult.
- Children may mark some of their work with an adult using green pen.
- All work needs to be acknowledged by an adult, using yellow and pink highlighters.
- If a learning objective has been met, it will be highlighted in yellow, if it has not been met, a pink arrow will be written next to it,
- Time is planned into every lesson to give children time to respond to marking.
- House points should be given at the time of marking.
- In all lessons which involve writing (including Foundation Subjects), the quality of the writing itself will be marked as well as the subject specific work, therefore spelling and punctuation errors and feedback will be given as they would in an English lesson

Marking in English (Reading, Writing and Grammar sessions) and Foundation Subjects

- Positives within children's work which is related to the objective will be highlighted in yellow pen.
- Spelling errors will be highlighted with a pink highlighter (maximum of 3 spelling errors in Key Stage 1, maximum of 5 spelling errors in Key Stage 2) This will be corrected within the child's work.
- Incorrect or missing punctuation will be identified using a pink line where the punctuation should be. This will be corrected within the child's work.
- In all lessons, the learning objective will be highlighted in yellow if it has been achieved.
- If learning has been supported, this is indicated by an S next to the learning objective, written by whoever has supported the child.
- If children are asked to identify specific features in their work, children do so using a green pen either by underlining the feature, or by labelling them with a number.

Marking in Maths

- A tick with a yellow highlighter will indicate correct answers.
- A pink dot will be placed next to an incorrect answer. Children will then complete the correction using green pen.
- Staff may model an example of working out in purple or blue pen
- In all lessons, the learning objective will be highlighted in yellow if it has been achieved.
- If learning has been supported, this is indicated by an S next to the learning objective, written by whoever has supported the child.

Unnecessary comments, stampers and symbols are not used; for example: VF; independent work; great work, well done you have....; 1 house point given; lovely work etc.

Presentation

- The short date will be written on the top left hand side of the page, on the top line. This is followed by the knowledge note or learning objective for that lesson. Where a piece of work has taken more than one day, the short date will be written in the margin at that point.
- Work in English is to be presented in line with CUSP schemes. Please see below.

Guided Reading

A double page may be used. The example text will be on the middle of the left hand page, the knowledge note will be on the left hand side of the page on the right, Children write on the lines next to the question, not on the knowledge note. A new page is used every lesson.

Children in Key Stage 1 and Early Years may have their learning shown in a class Reading Journal as appropriate.

Writing

At the start of a new unit, a double page is used. The knowledge organiser is on the left, the example text is on the right. A new page is used for each lesson. The date is written and knowledge note is stuck at the top of the page, followed by any work from the 'connect' task, then the 'attempt, apply' and 'challenge' tasks as appropriate.

Maths

The short date is written, and the learning objective is stuck at the top of the page. Fluency questions should then follow. Children should be using the squares properly, with one digit per square. All fluency work should be completed on the squared paper, not on the questions. Following this, if it is used, the White Rose Maths worksheet is attached to the book using treasury tags.

Foundation Subjects

The short date is written, and the learning objective is stuck at the top of the page. Work for that lesson then follows afterwards.