Grantham Villages' CE Primary Schools Federation

Marston Thorold's Charity Church of England Primary School

Marking and Feedback Policy

Approved by:	**Senior Leadership Team**	**Date: October 2025**
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Introduction

This Marking and Feedback Policy, put together by the whole teaching staff, reflects our schools' commitment to child centred learning.

At Grantham Villages' CE Primary Schools Federation, we believe that the key purpose of marking and feedback is to help children to move on in their learning. We seek to use marking and feedback as a tool to gain evidence about individual children's attainment, achievement and progress, which in turn informs the teacher and the child of strengths and next steps in learning.

We aim to improve learning by:

- Providing regular and effective feedback to children
- Identifying misconceptions and provide next steps to develop and empower the learner
- Actively involving and engaging children in their own assessment and learning
- Using assessment to inform future planning (see assessment policy)

Aims

To work in partnership with the children to develop their learning.

To have a consistent, manageable and effective approach to marking and feedback throughout our school that is not solely reliant on the teacher providing written comments on a child's work. Other methods of feedback will include:

- Verbal Feedback – given throughout the lesson
- Response Intervention – time spent with the child after the lesson to address any errors or misconceptions
- GG – Teacher/TA will work with an identified group in response to marking to address errors or misconceptions
- Workshop – Teacher will hold a mini workshop within the lesson in response to AFL to address errors or misconceptions

What is Marking?

Marking is recognition that someone has checked out the quality of what has been produced. It needs to identify strengths and weaknesses, through oral and written remarks, to help provide guidance on how to develop ideas and concepts further. It may also be used to challenge the learner to think more deeply about an idea or concept

Who does the Marking?

- If the nature of the work is relatively mechanistic, or the evaluation is within the scope of the child, the children may mark their own work. (in purple pen) This forms part of our assessment for learning (AFL) strategies.
- Another child may be involved in the marking and giving feedback when the criteria are fully understood. (in red pen)
- The teacher will undertake focussed marking (in green pen) at key points throughout a unit of work, especially when the complexity of the work needs analysing and decisions need to be made about what needs doing next.
- The class teacher is responsible for overseeing all marking that takes place within the class, although when appropriate the Teaching Assistant may support the marking process.

When is the Marking and Feedback carried out?

All work should show that the teacher has looked at it with the Learning Challenge highlighted in the correct colour. Marking should be carried out as often as possible with the child present (**live marking**), and comments made should be recorded on the child's work if needed for future reference. If verbal feedback has been given by the class teacher that will be recorded as VF. However, if this is not possible then the teacher will mark away from the child and this is called **marking at a distance.**

Feedback

Feedback is a daily part of quality first teaching in the classroom. Teachers and teaching assistants give feedback throughout the lesson. Feedback may be given in a variety of ways dependent on the learning task, subject or pupil. It is given in an appropriately timed manner and moves learning forward. Feedback can be given within the lesson or post-lesson. Both verbal and written feedback are effective and move children's learning forward.

Responding to Marking

Children will always be given time to respond to marking. They will usually be given time at the start of every lesson to respond to marking and feedback. This is always done in a purple pen. If the teacher has given verbal feedback during the lesson the child will again respond to this using purple pen.

How We Mark – This will begin in EYFS when deemed appropriate

'Green is Great! – Pink is Think!'

Symbol/Technique	What it means…..
Learning Challenge and possibly success criteria highlighted in green	This shows that the child has achieved the Learning Challenge
Parts of the work highlighted in green Maximum 3 per piece of work	This will show a child where they have particularly achieved well within the piece of work
Learning Challenge and possibly success criteria highlighted dotted with a pink highlighter	This shows the child where they haven't achieved the Learning challenge or they need more practice
Parts of work highlighted in pink. Maximum 2 per piece of work	This will guide the child to where they need to have another go
T	The child has worked with a teacher
TA	The child worked with a teaching assistant
X3 (highlighted in pink) Maximum of 3 per piece of work dependent upon age and ability of the child	The child has a spelling to correct
	This shows the child that the work has been looked at by their teacher
	This symbol will be used to write a child's next steps (Please refer to guidance on this further down)
VF	Verbal feedback has been given to the child to support the learning process – if teacher feels this is needed
RI	Response Intervention
VP	Values Point- with a numeral indicating how many value points they have achieved.
	The child has left the lesson to go for an intervention or another lesson e.g music lesson.

Rewards

In addition to value points being awarded (VP), children may receive stickers or stamps celebrating their successes. We also celebrate pupils' work within our Shine worship.

Evaluating Work

Children need to evaluate their own work. They may be asked to identify their own next steps in purple pen at the end of the lesson. They may also be asked to identify a next step for a peer in red pen. A yellow highlighter may be used to highlight useful vocabulary.

Guidance on Providing Next Steps for Children



Next steps could be an action, question or challenge; always in language that is suitable for the age and ability of the child. In Key Stage One, this may be a symbol.

Next steps should refer to the learning challenge/success criteria or a child's target.

Next Steps – Closing the Gap

- Correct the error highlighted in pink
- Now try……
- Now……
- Look at my example. Now correct yours.
- Rewrite this sentence including …….
- Is there a more effective way of …….
- Sp x 3 – identify a maximum of 3 spellings that a child needs to go back and correct – child writes out 3x in purple pen (only highlight the incorrect spelling once in a piece of work)
- Use commas to show where the subordinate clause should be

Next Steps – Further Challenge

- What would happen if?
- Up-level this sentence
- Now try this (example)
- Explain how you did this
- Prove this is true
- Re-write the second paragraph but extend the description of the main character

Challenges may be given to children on stickers that are prepared as part of the lesson.

Independent Writing

Children will create their own success criteria when planning their independent write, they will use this to assess themselves against.

When children are producing independent writing, teachers need to ensure that feedback is not too prescriptive. They need to encourage the child to independently edit and / or redraft by themselves using appropriate resources. This may be in response to self, peer, or group evaluation.