Ruardean C of E Primary School

Feedback and Marking Policy

Love of Learning - Love of Life - Love of One Another

Matthew ch22 v33-40

Policy Reviewed:	**Annually**
by	**SLT**
Agreed:	**September 2026**
Next Review:	**September 2027**
Policy Owner	**Headteacher**

Related Policies

- SEND Policy
- English and Maths Policies
- Teaching and learning Policy
- 'The Ruardean Way'
- Behaviour Policy

What is the purpose of the policy?
The purpose of this policy is to make explicit how teachers mark children's learning and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking policy?
It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to take ownership of their own progress.

What are the principles that guide the school's approach to marking?
Marking and feedback should:

- Be manageable for teachers and accessible to children.
- Relate to the learning objective and comment on previous attainment within the context of the learning objective or target.
- Be positive and constructive.
- Involve all adults working with the children in the classroom.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.

- Respond to individual learning needs: e.g. marking face to face with some and at a distance with others.
- Inform future planning.
- Provide consistency across the school.
- Ultimately be seen by children as a positive approach to improving their learning.
- Marking should provide a model of written, formal English. It should therefore be grammatically correct, and in clear handwriting.
- Can be written or verbal.

How do we mark children's learning?

All pieces of work will have a WALT and where appropriate WILF (success criteria). The WALT (learning objective) should be specific and may have a context.

WALT – We are learning to…
WILF – What I'm looking for

- All teachers mark in a green pen.
- A pink pen will be used to indicate corrections/alterations (Pink, have a think)
- Objectives met are marked (as below) and the child is then given their next steps if appropriate.
- However, teachers will regularly provide a focused comment which should help the child to make further progress.
- The teacher will give pupils time to reflect on their work and respond to feedback
- On occasions we will use a form of self-assessment e.g. RAG
- Children will use a purple pen to self or peer correct/edit
- **All work** should be acknowledged and marked, including work that is not in English, Maths and foundation subject books.

In the classroom the lesson objective may be written up or displayed.

Presentation
Whilst marking focusses on learning, teachers may occasionally refer to presentation in order to maintain high standards.

Symbols
The following symbols will be used: (a child friendly version of this is in Appendix A)

Symbol	Explanation
	Referring to the WALT
	Met
	Nearly met
	Needs development
✓ ✓✓	Recognition of good or correct work
NS	Next step comment

T TA I PA SA	Supported by Teacher Supported by Teaching Assistant Independent Peer Assessed Self-Assessed
SP	Spelling error (pupil to copy out correctly three times)
//	New paragraph
VF	Verbal feedback given
.	Dot or empty box used in Maths for work that needs correction
CL	Capital letter
FS	Finger space
	Full stop (or other appropriate punctuation)

Editing by children

- Children will use a purple pen to edit.
- Punctuation to be edited within the piece of writing.
- Spelling corrections, which are relevant to the child, are to be written out three times below the piece of work and corrected in purple pen by the child in the piece of work.
- Editing and redrafting longer pieces of work may be edited using different approaches, these may include editing flaps, asterix to write out below, ruled editing margins on the right-hand side of the page.
- All editing should be legible.

How do adults in the Foundation Stage mark children's work?

In the Foundation Stage all adults will focus on giving verbal feedback to the children and the work will be evidenced in children's books, floor books or observation documents. The adult may also write a comment in green with the child as part of the process of gathering information for the Foundation Stage Profile. They will use the same symbols as the rest of the year groups and will include reference to any resources used for support.

How will this policy be monitored?

All teaching staff will be involved in monitoring and sharing the children's books. Feedback and support is then provided to staff. For formal monitoring written and verbal feedback will be given. Formal monitoring will be led by Subject Leaders or members of the SLT.

Appendix A (Child friendly version)

Symbol	What does it mean?
	You fully understand the learning
	You almost understand the learning
	You need a little more help with your learning
✓ ✓✓	Good or correct work
NS	Your next step in your learning
T TA I PA SA	Supported by Teacher Supported by Teaching Assistant Independent work Peer Assessed Self-Assessed
SP	Spelling error, please correct
//	New paragraph needed
VF	Verbal feedback was given
.	Dot or empty box used in Maths for work that needs correcting
CL	Capital letter missing
FS	Finger space missing
	Full stop missing or other punctuation