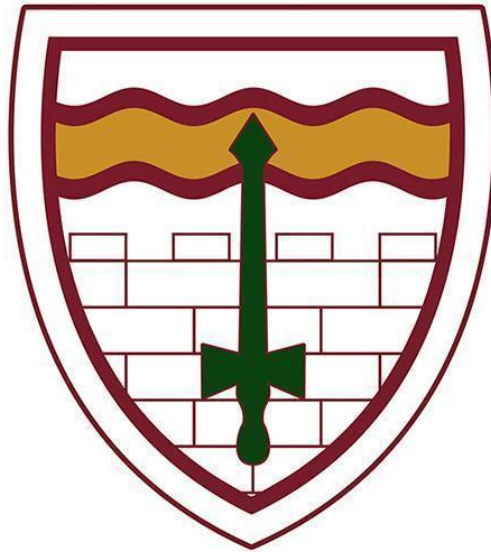


# St Martin's C of E Primary School

*'Inspiring children to be the best they can be'*

*St Martin's*  
*C of E Primary School*



*Dorking*

## **Marking and Feedback Policy**

Autumn 2025

To be reviewed – Autumn 2027

At St. Martin's School we are committed to 'inspire children to be the best that they can be', by giving high quality feedback that is timely, frequent and appropriate, both verbally and through written feedback. We believe that children need to have positive affirmation, collaborative guidance as well as autonomy to help them understand how to make the necessary changes in their work in order to develop and move their learning on. This policy has been developed alongside current research (Education Endowment Foundation 2018) which shows that immediate verbal feedback and pupil conferencing is the most effective factor in accelerating pupil learning and improving pupil outcomes. *There is very little evidence to show that written marking is the most effective form of feedback – especially for primary-aged pupils.*

#### AIMS:

This policy outlines our marking and feedback in EYFS, KS1 and KS2.

#### The three main principles are that feedback should be:

Motivating and inspiring  
Meaningful and corrective  
Manageable in order to reduce teachers' workload

We offer feedback in order to:

- show that we value pupil's work, and encourage them to do the same;
- empower children to develop their understanding of their learning, their metacognition of learning and how they learn best;
- boost self-esteem, confidence and aspirations, through praise and encouragement;
- give a clear picture of how far they have come in their learning, and what the next steps are;
- offer pupils specific information on the extent to which they have met the learning intentions or their individual targets;
- promote self-assessment, whereby pupils recognise their successes/difficulties as they are encouraged to become independent learners,
- provide a basis for summative and formative assessment to inform both tracking of individual progress and future lesson planning and;
- always strive to raise standards and improve children's learning throughout the school.

#### **Early Years**

In Early Years, ongoing assessments are an integral part of the learning and developmental process. This helps to ensure children are making good progress towards the Early Learning Goals. We make systematic observations and assessments of each child's achievements which allow us to plan relevant activities and experiences to move children's learning forward. Children are individually assessed throughout the year, once on entry, at the end of December and the end of March against our Development Matter Milestones. In July, the final 4<sup>th</sup> assessment is made against the Early Learning Goals (ELG) which is reported to parents and the Local Authority.

## Learning Journeys

Each child has a Learning Journey Folder that is a record of highlights of their learning journey celebrating the children's achievements. Their Learning Journeys are shared at the end of each term with parents where teachers write a summative report on the term celebrating successes and next steps (Teacher Voice). Children are also asked to contribute by saying what they like doing in school, what they are good at and what they would like to get better at (child voice). Parents are invited into school to look through their child's learning journey and to respond with their own comments (Parent Voice).

Learning Journeys may include:

- Observations- formal and informal using post-it notes
- Annotated photographs
- Child initiated (CI) pieces of work
- Teacher Focus (TF) pieces of work
- Snapshots of significant events
- Quotes from the child
- Teacher/ Child/ Parent Voice

The entries into Learning Journeys will be dated and linked to the appropriate area of Learning. An indication of the level of support will also be recorded e.g. I -Independent work, S- for supported.

Planned Teacher Focus activities (TF) will identify the learning objective 'We are learning to' (WALT). Steps to Success will be shared with the children and where necessary work may be annotated giving the context of the work. Teachers will give verbal feedback and will identify with the children 'What went well' (WWW) using a yellow pen and 'Even better if' (EBI) using a green pen for written work in the Summer Term where appropriate. Children in EYFS are introduced to **peer assessment** through being given the opportunities to say what they like about a piece of work when examples are shared during our review time at the end of the day. Children are also encouraged to talk about what their peers could do to make it even better.

## KS1

### Year 1

During the autumn term, the children will continue to follow the EYFS model. During the spring term, teachers will introduce simple targets using symbol stamps; children's work will be marked against the WALT and steps to success where appropriate and against their targets. WWW will be measured against the steps to success and identified through the use of yellow highlighter. In English, this will be further supported by writing checklists with visual prompts to support their writing. Next steps will be identified using EBI but will focus mainly on spellings and formation of numbers and letters. In maths, where answers are incorrect, a green dot and drawn box (green highlighter) will indicate where corrections need to be made. Where numbers are reversed, the correct orientation will be recorded for children to practise.

### Year 2

During the first half of the autumn term, the children will continue to follow the Year 1 model but for the second half, teachers will have identified individual writing targets for the children and these will be shared with the children and then placed at the back of their books. Targets will be achieved when 3 examples are evident within 3 different pieces of work and will be identified by a green tick and circled T in the margin. During the spring term, teachers will introduce aspects of the KS2 Marking and Feedback policy where and when appropriate. This will include teacher conferencing and the use of peer marking (purple pen) and self-assessment. **Where work is supported on a 1:1 basis, it will be indicated with (S)/an assistance stamp.**

## **KS2**

### **Verbal Feedback with Live Marking (VF) - can be used in all subjects**

Feedback during the lesson should be specific in order to have the greatest impact. Detailed and lengthy comments are not necessary as they can detract from the immediacy of the feedback. Verbal feedback gives immediate and specific improvement points to close the learning gap and give clarity to the children. Teachers can use it as informal formative assessment to understand the children's progress needs and adapt their teaching strategies accordingly. Through Quality First Teaching, teachers can circulate the classroom as well as work with a focus group as necessary in order to give quick specific feedback in the moment. Teachers will use verbal precise praise for WWW and verbal precise actions for an EBI.

If this feedback has taken place, teachers may choose to indicate this by adding VF. Teachers will acknowledge work in green pen with a tick through the LI if achieved. In some instances, house points will be awarded.

### **Pupil Conferencing (VF+) - specifically used in Writing and Maths Reasoning/Problem Solving**

Pupil conferencing gets pupils to think more deeply about their work and their learning; it helps develop their independence and motivation within the context of a 'growth mindset.' This process is used in particular for pieces of extended writing and where children work closely with an adult (1:1 or a small group) in order to improve their work and can be in conjunction with targets. Pupils also enjoy the 1:1 time with their teacher as it makes them feel that their work is more valued and they make rapid progress as they become more aware of what is holding them back and what they need to do to improve. Pupil conferencing is a two-way process which should use positive precise praise, and next steps, recognising the efforts made by the child, in relation to the WALT/ Learning Intention (LI) and the Steps to Success (S2S).

If this feedback has taken place, teachers will respond by adding VF+ to indicate pupil conferencing has taken place.

### **Self and Peer Assessment - can be used in all subjects**

Teachers will promote self-assessment and peer-assessment to engage the child in his or her own learning. This includes the sharing of the WALT or LI and S2S; sometimes pupils will be engaged in agreeing the Steps to Success for the task right from the outset.

Self and peer 'marking' of 'correct/incorrect' answers or responses to problem-solving tasks can take place during lessons, as this process in itself opens up opportunities for discussion and formative assessment. Allowing the majority of marks in exercise books to be made by pupils themselves encourages pupils to take more ownership of their work, become more aware of how they are doing in that moment (as they are not waiting until the next day to find out what has been marked correct/incorrect), and more focused on what they do/do not understand. Peer assessment is an integral component of the process: other pupils – rather than adults – will support their peers through the process.

- During self or peer assessment, the teacher can show the answers, mark or model a piece of work under the visualiser/ on the Smart board with children self or peer-marking in **purple pen** at their desks.
- When marking fluency/problem solving in maths:
- Children can mark their own or partner's learning in **purple pen** with a tick or a dot. Teachers will teach children how to undertake this carefully (Year 1 to Year 6).
- Corrections will be done in pencil next to the purple dot either at the beginning of the next lesson or at the end of the lesson. Note - children in year 6 will do their corrections using the **purple pen**.

Teachers will review pupils' books each day to inform lesson planning, to build up a picture of each pupil's progress and attainment, and to inform teacher input into each lesson.

Teachers will acknowledge mark work in green pen with a tick through the LI and on the page. In some instances, an LI achieved stamp or house points will be used.

#### Whole Class Feedback - all subjects where appropriate

At the end of the day/lesson the teacher looks at the books to identify:

- common misconceptions and themes,
- common misspellings or punctuation mistakes,
- opportunities to share successes (WWW),
- specific actions for the next lesson (EBI).

This is then recorded onto a Feedback PowerPoint for each subject, to include:

- the learning intention and date of lesson,
- a whole class WWW,
- a whole class EBI,
- common subject specific misspellings,
- deeper thinking or reflective questions (RE).

Time will be planned at the beginning of the next lesson for children to respond to their learning.

Spellings: Any high frequency words/significant subject vocabulary that are misspelt will be corrected by the teacher in the books (maximum of three). Children will respond by writing the correction three times across the page and this will be consistent across the school:

Punctuation If a child misses a capital letter or piece of punctuation, either a circle is put in the place it is missing, or in the margin, depending on the child's ability. Children then add these in when they review their work.

### General advice for teachers

The school has explicit guidelines that apply to all pieces of work e.g. the date and WALT/LI should appear on every piece of work, underlined. All KS2 pupils are expected to follow these guidelines and KS1 pupils work towards them.

Ticks are used where work is correct and dots are used to indicate where errors have been made.

Where self or peer marking has taken place, children will be more engaged and receptive to correction. However, teachers will review this marking to gain further insight into children's learning and development.

All members of the teaching staff (including cover teachers, LSAs and HLTAs) are expected to give feedback in accordance with this policy and indicate that the person marking is not the class teacher.

Work that has been supported/independent will be evidenced by writing:

S - CT - supported by class teacher

S- LSA - supported by LSA

I - independent work

### References

Reducing teacher workload DfE Research report November 2018:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/687198/Flying\\_High\\_-\\_Reducing\\_teacher\\_workload.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/687198/Flying_High_-_Reducing_teacher_workload.pdf)

DfE March 2016

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)

Southwark Teaching School Alliance (2019) *Research into Practice, Mark Less, Mark Better! A How to Guide*  
3<sup>rd</sup> Edition