

Hopton CEVC Primary School Marking and feedback Policy



Document change history:

Review date:	Reviewed & Approved by	Change details
January 2019	Claire Wright in co-production with the staff. It was approved by the L & A Committee	The policy has been rewritten by staff reflecting the current practice in the school.
March 2020	Claire Wright in co-production with the staff. It was approved by the L & A Committee	Amendments made by on the homework section of the policy Page 3 & 4.
December 2020	Claire Wright & L & A Committee	In the moment marking added to section 3.1 page 2. End bullet point 3.1, page 3. Work life balance statement. Section 6, page 4, added. Remote learning expectations.
January 2022	Claire Wright & L & A Committee	Changes made to section 6- remote learning. Expected learning time updated Live streaming added Access to interventions added
January 2024	Claire Wright, Kate Jones, Susie Maslin, Jared King & Michelle Gardner & Resources Committee	Page 3 4.8, remove the terminology Growth Mindset. Page 3, remove the sentence about spelling targets. Page 4, remove the sentence about weekly tests. Page 3, added a comment about spelling books Page 3. Added detail around codes.
January 2026		

Approved by:

The Governing Body of Hopton CEVC Primary School reviewed and approved this policy

25.01.19. The Resources Committee will approve thereafter.

It will review it in

January 2026

*At Hopton CEVC Primary School we live out the words of Jesus in Matthew 19 vs 26
'With God all things are possible'. We raise aspirations and encourage
perseverance to reach goals in life and learning*

Policy on Marking and Feedback

1 Introduction

- 1.1 At Hopton CEVC Primary School, we take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking approaches used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular feedback on their learning. The marking and feedback will be positive and purposeful.

2 Aims and objectives

- 2.1 We mark children's work and offer feedback as immediate as possible in order to:

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement.

The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem, it should;

- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

- 3.1 We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher, teaching assistant and pupil, ideally while the task is still being completed. 'In the moment' shorthand marking is encouraged within the school. Where this is completed you will see a VF (verbal feedback) symbol.
- Marking should always relate to the lesson intention, success criteria and, increasingly, the child's own personal learning targets.
- The child should be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the

learning intention or success criteria for the task right from the outset in the form of a lesson slip.

- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- The marking system should be constructive and formative developing the children's thinking skills and independence of learning.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets (evident on their target rockets).
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).
- Not every piece of work is expected to be marked on a daily basis. Teachers must consider their own work–life balance when marking, weighing up the validity of deep marking against the impact on assessment, teaching and learning.

4 Implementing the marking policy

- 4.1 The school has high expectations that apply to all pieces of work (e.g. the date and title must be underlined, with the lesson intention at the top).
- 4.2 Pink pens are used for positive comments and correct answers. Green pens are used for Growth: points for development or the need for corrections, and children are expected to respond.
- 4.3 Self and peer editing will be evidenced in purple pens.
- 4.4 In order to encourage a positive response, any green pen comments must always be followed up by a constructive statement on how to improve. These will often be displayed by a next steps symbol.
- 4.5 Ticks are normal where work is correct and a dot where errors have been made.
- 4.6 To indicate an incorrect spelling in EYFS and KS1, the word is underlined in green. In KS2, a spelling is highlighted with 'sp' and if dotted underneath children are expected to correct. In KS2 children are encouraged to use personalised spelling books that recognise patterns and individual difficulties.
- 4.7 The code 'VF' is used for verbal feedback within marking.
- 4.8 Stickers will be used when a child has challenged themselves, or become an outstanding learner on the school behaviour ladder.
- 4.9 When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.
- 4.10 Teachers will comment on spelling, punctuation and grammar only in the following cases:
 - if spellings, punctuation and grammar were part of the lesson focus;
 - if it is a spelling, punctuation and grammar that the pupil should know;
- 4.11 The letter 'I' will be used to signify independent work. The letter 'S' will be used when a child has been supported in their work.

5. Homework

5.1 As part of our home school partnership we ask that parents support children in the learning tasks that come home weekly. These tasks are set as practice and consolidation of the learning in school. The time used to complete the homework with your child should allow your child to speak to you about their learning at school, giving you and them the opportunity to share what they have been achieving in school.

5.2 Teacher's will mark the children's books in school on a regular basis to assess success and gaps in their learning. It is not expected that teachers will mark children's homework, although it will be looked at and notes made on areas where children require more support and guidance.

6. Remote Learning

In the wake of the Coronavirus pandemic, groups of children and teachers may find themselves learning from home using the Google Classroom platform. In these cases, teachers will:

Setting work:

- Creating a weekly timetable of work for their class. This must include subjects from across the curriculum.
- It is expected that this will be 3- 4 hours of work daily depending on the Key Stage.
- Set differentiated work where applicable according to the needs of the children in the class.
- Children with EHCP's will be set specific work linked directly to the outcomes of their plan.
- Creating a daily film for parents and children to access which details the learning for each day along with strategies and methods that children will need to complete their learning.
- Teachers will use White Rose Math's online resources for mathematics along with Matheletics and will cross-reference their English, science and wider curriculum plans to Oak Academy.
- Teacher's films, work and information should be uploaded via Google Classroom. Where a class bubble has been closed, teachers will upload the information needed by 8:00am in the morning.
- Where possible live streams will be created for the class, to provide opportunities for discussion and interaction.
- Where possible interventions will continue to be delivered remotely and children will receive in the moment feedback.

Providing feedback on work:

- Pupils and parents can send any completed work to teachers via the Google Platform and class email addresses.
- Teachers can send back feedback if required on an individual basis.
- Teachers should respond to any comments/emails from parents/children within 48 hrs. These interactions should take place on the class email, which is only used when the class bubble is not in school.
- It will be expected that teacher's feedback weekly to their class, and where appropriate feedback specifically to individual children. In order to do this accurately they will need to mark/ assess the children's work. Children will use the class email to send in their completed pieces of work so teachers can gauge their success and engagement in activities and learning.

7. Monitoring and feedback

- 7.1 We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.