STANDLAKE CE PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

Sept 2026(Due for renewal Sept 2029)

Why do we need a marking and feedback policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against the learning objective. Constructive feedback enables children to become reflective learners and helps them to close the gap between what they can currently do and what they need to do next. Marking and feedback should be purposeful: its value lies in what children do with it, not in the quantity of comments written by adults.

Aim

To establish a consistent, effective and manageable approach to marking, feedback, assessment and reflection across the school, so that feedback helps every child to understand what they have done well, what they need to improve and how they can improve it.

Principles that guide our approach

- Marking and feedback are accessible to children and manageable for teachers.
- Feedback is given as close as possible to the learning so that next steps can be addressed in a timely fashion.
- Feedback recognises achievement and gives clear strategies and opportunities for improvement.
- Feedback relates specifically to the learning objective and success criteria where appropriate.
- Consistent marking codes are used across the school.
- Feedback responds to individual learning needs and supports pupils to become increasingly independent.
- Marking and feedback inform future teaching, planning and assessment.
- Children are given time to read, reflect on and respond to feedback.
- The purpose of feedback is improvement and learning rather than simply correcting work.

What effective feedback looks like

We draw on Ron Berger's principles of feedback from his work on excellence and critique, including the well-known 'Austin's Butterfly' example. Feedback should be:

- Kind – respectful, encouraging and focused on helping the learner improve. Feedback should never embarrass or diminish a child.
- Specific – precise enough for the child to understand exactly what has been successful and what could be improved. 'Good work' alone is not sufficient.
- Helpful – it should give the child something they can act upon, such as a strategy, question, model, example or next step.

Austin's Butterfly demonstrates the power of specific, actionable feedback and repeated improvement. Children should understand that high-quality work develops through drafting, feedback, reflection and revision. In peer and self-assessment, the emphasis is therefore on identifying what is working and suggesting a manageable improvement, rather than judging the person or giving a general score.

How we mark children's work

Oral and live feedback

All children should receive regular oral feedback from the adult working with them. Verbal feedback should usually focus on how the child is progressing towards the learning objective and/or how to improve further. Where verbal feedback is the main feedback given, it is recorded in the child's book using VF. Live marking may take place during the lesson and at the end of the lesson. All lessons should end with an appropriate opportunity for feedback, checking, reflection or assessment.

Summative marking

For closed tasks or exercises where an answer is right or wrong, marking may consist of ticks and dots. This may be completed by an adult, the child or a peer, depending on the task and the teacher's direction. The learning objective may also be ticked to indicate the level of success. A written comment is not required where it would add no value.

Formative feedback

Not all pieces of work need to be deeply marked. In English and Maths each child should have a piece of work in a particular subject more deeply marked at least once a week, including a meaningful next-step task or response that consolidates or moves the learning forward. Teachers should prioritise feedback that will have the greatest impact on learning.

Green pen: responding, improving and reflecting

Green pen is used by pupils to make their thinking and response to feedback visible. It is not simply a colour for correcting mistakes. Children use green pen to respond to teacher feedback, complete corrections, edit and improve their work, undertake self-assessment, participate in peer assessment and journal about their learning. This makes the process of feedback active: children are expected to do something with feedback rather than simply receive it.

Peer assessment – 'Kind, Specific, Helpful'

Peer assessment is used selectively and taught explicitly. Children should only assess work when they have sufficient understanding of the learning objective and the teacher has established the success criteria or features to look for. Peer feedback should follow the principles of 'Kind, Specific, Helpful'.

- Kind: identify something the learner has done successfully and communicate respectfully.
- Specific: refer to the learning objective, success criteria or a particular feature of the work.
- Helpful: suggest one clear improvement, question or next step that the learner can act upon.

Peer feedback is written in green pen. Where appropriate, the child responding to the feedback also uses green pen to make the improvement. Teachers remain responsible for ensuring that peer feedback is accurate, appropriate and useful. Peer marking is not used to replace teacher assessment where professional judgement is required.

Self-assessment

Children are taught to assess their own work against the learning objective and, where appropriate, success criteria. They use green pen to identify what they have achieved, correct errors, add missing detail and record an improvement or next step. Self-assessment should encourage honest reflection rather than simply ticking every objective. Teachers should model effective self-assessment and develop pupils' ability to recognise quality in their own work.

Journaling and metacognition

Journaling is a short opportunity for children to think about their learning and make their metacognitive thinking visible. Children use green pen to analyse mistakes, explain what went wrong and identify what they will do differently next time. They may also record methods or strategies that worked well, identify how they met the learning objective, explain a successful choice or identify something that may help them in a future lesson. Journaling should help children to develop an understanding of themselves as learners: what they know, how they approached a task, which strategies are effective, where they became stuck and what they can do next. This supports children to become increasingly independent and self-regulating learners. Journaling does not need to be completed after every lesson; teachers should use it purposefully when reflection will deepen learning or support a child's next step.

Examples of marking and feedback

- Learning objective ticked to indicate level of success.
- A consolidation or next-step comment.
- Ticks to indicate correct answers.
- Dots to indicate incorrect answers that need another attempt.
- Verbal feedback recorded as VF.
- A Dojo point for a particularly good piece of work, where used.
- Self-assessment in green pen.
- Peer assessment in green pen.
- Green-pen corrections, editing, improvements or journal reflection.

Marking codes

Code	Meaning
G	This section of the work has been guided through by a member of staff.
S	Support given to the child through a specific part of the work, for example spelling or a specific part of the task.
VF	No written comment as verbal feedback was given. For younger children this verbal comment may also be recorded at the end of the piece of work.
I	Independent work by the child.
✓✓ or ✓ or .	Learning objective is ticked by an adult twice if the child has a deep understanding of the concepts taught, once if the learning objective has been achieved or answer is correct. A dot will be put next to the learning objective if the child has not met it.
.	Child needs to try this question again next to the original answer.
adn	Purple circle over an incorrect spelling of a word the child should know. The child corrects these spellings; where appropriate, a minimum of three are corrected at the bottom of the page.
Why!	Purple circle over missing or incorrect basic punctuation such as a full stop, capital letter or comma. The child corrects this in their writing in green pen.

+1 PP	One Dojo point awarded for a really good piece of work, where this reward system is being used.

Responding to marking and feedback

Children must be given time to read, reflect and respond to marking and feedback. Teachers should allocate time for this at the start of the day, during a lesson or as part of a specific response session. Green-pen responses should make progress visible over time. It should be clear that children are addressing identified next steps rather than repeatedly receiving the same feedback without acting on it. Where the same difficulty persists, the teacher should identify and address the underlying need or barrier through further teaching, modelling, practice or support.

Sometimes, feedback may be given after a lesson through a purple box comment. This is stuck into the child's book and they respond in green pen. The comment is designed for that child or group of children to move their learning forward and will be pitched accordingly.

Deep marking

Deep marking will happen in English at least once per week to support children's editing and proof-reading skills and to move their learning forward. In addition, there will be deep marking in other subject areas, approximately one in every three pieces where appropriate. Teachers focus on the learning intention of the task, with an emphasis on both successes against the learning objective and improvement needs. Clear, focused comments should push the child's understanding forward. This may include asking a child to explain their understanding of a concept, justify an answer, improve a response or apply their learning in a new way.

Spelling, punctuation and grammar

Not every element of spelling, punctuation and grammar is marked in every piece of writing. Adults will, however, incorporate observations of errors into ongoing assessment and address them through future teaching. Children may be directed to correct appropriate spelling and punctuation in green pen using the agreed marking codes.

EYFS

In Early Years, staff also assess against the learning objective. Pupils are assessed using an assessment triangle, which indicates the extent to which the pupil met the learning objective.

	A single sided of the triangle indicates that the pupil has shown little to no understanding of the concept or required an extensive amount of modelling. A next step will be given.
	Two sides of a triangle indicate that the pupil with some support and some modelling was able to successfully meet the LO. A next step may be given.
	A completed triangle indicates that the pupil was able to successfully meet the LO with relative independence. A next step may be given to extend learning.

All pupils receive verbal feedback after completing the learning activity and are talked through their next step. At times, staff may use symbols to visually indicate what the next step could be. These include:

	Indicating children need to include finger spaces
	Indicating letters need to sit on the line
	Indicating children need to focus on segmenting and listening to sounds
	If letter formation is the focus, teachers will show the correct letter formation in yellow, and children then overwrite and independently practice

Staff will also indicate the extent of independence shown when completing the task.

I – Independently completed

S-L – low level of support & few prompts given

S-M – medium level of support & some prompts given

S-H – high level of support & numerous prompts given

Roles and responsibilities

Teachers are responsible for ensuring that feedback is purposeful, accurate, timely and linked to learning. They should model and explicitly teach children how to respond to feedback, self-assess and give useful peer feedback. Children are responsible for engaging with feedback, using green pen appropriately, correcting and improving their work, and reflecting on their learning. Leaders monitor the consistency and

impact of the policy through book looks, pupil voice, planning and assessment information, with a focus on whether feedback is improving learning rather than simply whether books contain written comments.

Policy review

This policy will be reviewed in accordance with the school's policy review cycle, or sooner if changes to curriculum, assessment or school practice require it.