

St Luke's CE First School

Marking and Feedback Policy 2025 - 2028



Our School Vision

In our St Luke's family, we recognise we are all God's children and through our caring and nurturing environment, we follow His word. We trust and rely on God's teaching so that we can encourage each other, develop our relationship with one another and the world, and flourish in all that we do.

God's word is a lamp to my feet and a light to my path. (Psalm 119 v.105)

Our school vision is underpinned by our 6 Christian values- hope, trust, justice, forgiveness, humility and resilience.

Aims of marking and feedback

- For children to know how well they have progressed in relation to the learning objective, success criteria and required knowledge, skills and understanding.
- For children to identify the errors they have made and to make corrections.
- For children to know their next steps in learning.
- For teachers to gain understanding of the child's progress and outcomes in a lesson in order that next steps can be appropriately planned for.

Effective marking and feedback will

- Enable the child to secure and deepen their understanding and knowledge.
- Address misconceptions in learning.
- Inform the next steps in learning.
- Ensure that mistakes/errors are addressed, fixed and not repeated.
- Value the child's effort and progress.
- Celebrate the child's successes and ensure the child knows what they are developing well.

Marking and feedback should not:

- De-value or de-moralise the child's effort or ability
- Increase teacher workload
- Be carried out in order to prove learning/feedback has taken place

Marking and Feedback in English Books

English (both reading and writing) is taught as a sequence of learning over a number of weeks.

1-1 Reading

All adults who listen to children read on a 1:1 will record a note in the child's reading diary in order to form an evidence base of opportunities given in school to read and to record progress.

Reading Lessons (Pupils who have mastered the phonics code)

Where possible the teacher will give 'live' feedback throughout the lesson. Teacher feedback in reading will be evident through use of green and pink pens and highlighters. Correct responses may be ticked with a green pen or highlighted using a green highlighter. Errors will be identified using a pink highlighter or pink pen. Teacher questions/feedback which encourages the child to think more deeply or attempt a response again will be written in pink pen. Pupil responses to feedback will be written using purple polish pen.

Verbal feedback to the child should be recorded with 'vf.

In some reading lessons, it may be appropriate for pupils/peers to self mark the answers to guided reading questions using their purple polish pen. If pupils mark their own work, teachers will then review the work and the self/peer-marking to ensure it is correct and gather information on the child's progress/outcome in the lesson. If errors have been made in self-marking, this will be evidenced in the teacher feedback and time will be given for corrections.

Writing (All)

Where possible the teacher and/or teaching assistant will give 'live' feedback throughout the lesson. They will underline strengths against the learning objective and success criteria with a green highlighter and errors or misconceptions will be underlined with a pink highlighter.

Children will be given the opportunity to address and correct errors using a purple pen, either during the same lesson or the following lesson.

If a writing task lends itself to self/peer-marking then the same applies as outlined in the Guided Reading section. Any self/peer-marking should be reviewed by the teacher in order ensure accuracy in work and marking.

Verbal feedback to the child should be recorded with 'vf.

Teacher questions/feedback which encourages the child to think more deeply or attempt a response/section of writing again will be written in pink pen. Pupil responses to feedback will be written using purple polish pen.

End of Sequence Writing

For the final piece of writing in each English teaching sequence, or at other times when it may be appropriate, children will be given a success criteria.

Teachers will build time through the lesson and at the end for children to check their work against the success criteria*. Teachers will mark their writing against the success criteria by underlining strengths with a green highlighter and areas to improve with a pink highlighter. If the error is more complex (for example, the sentence structure is incorrect), this should be addressed through verbal feedback.

In KS1 and KS2 children will be given the opportunity to address and correct errors using a purple pen, either during the same lesson or the following lesson.

***In order to achieve quality composition a Writer must be allowed to write with flow and fluency. Stopping to edit writing can interrupt this flow. Therefore when a child is writing, they will not be expected to edit errors unless self-corrected. Toolkits will be available for the children to use to support transcript.**

Editing is a skill which needs to be taught, modelled and practised.

Verbal feedback to the child should be recorded with 'vf.

For all English feedback where work has been supported by an adult, this should be indicated with a support sticker or a 'S' in a circle recorded in green pen.

For all writing feedback, if the learning objective for the lesson has been achieved, it will be highlighted green.

***Success Criteria**

Success criteria should be at age expectation and targeted to assess against skills taught through the current English sequence.

Success criteria include aspects of;

- Punctuation
- Spelling
- Grammar
- Features relevant to the writing genre

Spelling Errors

We recognise that, whilst children are developing their knowledge of phonics and spelling, they will make errors in their writing and marking should reflect age expectation.

We want to ensure that children don't make repeated errors in spelling words which they should be automatic in spelling. Any repeated errors (especially HFW and homophones (KS2)) should be identified and addressed.

No more than 3 spelling errors will be identified in a piece of work. When identifying an incorrect spelling, the teacher/TA should record 'sp' next to the error. The correct spelling should be recorded at the end of the piece of work for the child to practice spelling 3 times using their purple pen.

For children where spelling is a particular weakness, the teacher will use their own judgement/discretion to mark the spellings, selecting those which are matched to the child's learning needs.

Marking and Feedback in Maths

Where possible the teacher and/or teaching assistant will give 'live' feedback throughout the lesson, enabling children to fix errors or address misconceptions.

Strengths/Correct answers will be ticked or highlighted in green.

Errors will be marked with a pink dot or highlighted pink.

Children will make corrections with a purple polish pen.

Where work has been supported by an adult, this should be indicated with a support sticker or a 'S' in a circle recorded in green pen. Teachers and teaching assistants should record on work where concrete resources have been used to support the pupil.

Verbal feedback to the child should be recorded with 'vf'.

For all maths feedback, if the learning objective for the lesson has been achieved, it will be highlighted green.

Marking and Feedback in Wider Curriculum Books

Curriculum books include subjects such as science, geography and history. Where possible the teacher and/or teaching assistant will give 'live' feedback throughout the lesson, enabling children to fix errors or address misconceptions. Teachers will use green and pink highlighters to identify strengths and errors. Stickers and/or brief feedback comments may be included to give praise, highlight strengths or identify areas which need addressing.

Children are expected to present their work to the same high standard as in their English books and to take care with their handwriting, punctuation and spelling.

Verbal feedback to the child should be recorded with 'vf'.

For all wider curriculum feedback where work has been supported by an adult, this should be indicated with a support sticker or a 'S' in a circle recorded in green pen.

For all wider curriculum feedback, if the learning objective for the lesson has been achieved, it will be highlighted green.

Written Comments

Lengthy written comments in any books are not expected unless;

- It intends to inform next steps for the child which has not been shared in the lesson
- It provides relevant evidence of learning to support formative/summative assessment which is helpful to the Teacher

Work for Presentation/Display

This work is not expected to be marked but the child's efforts will be valued through verbal feedback.