



POULTON ST CHAD'S

CHURCH OF ENGLAND

PRIMARY SCHOOL

LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

Feedback and Marking Policy

Issue	Date	Author	Approver	Review date	Changes
1	1.2.22	Mrs Bitsakaki	Chair of Governors, Rev Martin Keighley	1.2.24	Newly written
2	1.2.24	Mrs Bitsakaki	Chair of Governors, Rachelle Hayton	February 2026	Teachers marking in green
3	19.3.26	Mrs Bitsakaki	Curriculum Committee 5.5.26	March 2029	Extended writing now independent writing Motivational marking for maths to be made where appropriate not frequently Music, PE, PSHE and Computing now included

MARKING POLICY

Mission Statement

At Poulton St Chad's, we believe every child is a gift from God, blessed with their own gifts and talents. It is our mission to ensure children are safe, happy and can thrive. We aim to give our children a love for learning through our engaging curriculum and enrichment opportunities; a love for God within our distinctly Christian setting and a love for one another through our nurturing environment and inclusive relationships.

Every day we are guided by our biblical root: "Let all that you do be done in love." (1 Corinthians 16:14) and by our school motto: LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

Purpose

Marking should be meaningful, manageable and motivating.

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

Any marking on pupils' work is:

- To show children that their work is valued.
- To reward achievement.
- To encourage self-esteem and self-confidence.
- To enhance a positive learning and assessment environment.
- To develop pride and ownership of the children's work.
- Focussed on the objective for the lesson / task.
- To enable children to take ownership of their next steps.
- For targets to be identified.

Children's work may be marked by a teacher, teaching assistant, other adult in class, the pupil themselves or their peers. If HLTAs (Higher Level teaching Assistants) teach classes, they will follow this policy.

Types of marking:

- Written marks are used systematically throughout school (Appendix A)
- Success criteria/marketing ladders may be set at the end of a unit or piece of work, used by the pupil or teacher.
- Comments identifying individual targets
- Expectations of presentation
- Interactive marking, with 'fix-it' time, to encourage reflection on work, stimulation of ideas, subsequent action and dialogue
- Self-assessment of whole lesson/activity
- Deep marking (also referred to as dialogic marking; triple marking; quality marking; two stars and a wish) where children respond to a written comment by the teacher
- Incentive stickers
- House points

Children's work is marked:

- as work progresses during lessons ('live' marking) or
- as soon as possible after completion of work to ensure that marking is meaningful for the children.

However not every piece of work will be marked to the same detail, especially for younger children. It is important that children know the next steps to improve their progress in learning, but these can be given verbally as part of a teaching session. The next step may be the focus of the next lesson.

As children progress through the school, they are encouraged to check work before presenting it and may be involved in editing and improving activities.

Codes and Procedures

Teachers will use a green pen for marking. Children will use purple pen (the Purple Pen of Perfection).

Spellings

It is felt that marking every mistake would be counter-productive, but the teacher may draw attention to high frequency/age related expectations and recent spelling lists learnt.

Independent Writing

When Independent Writing is for assessment purposes, there will be no need for marking to improve this specific piece of work. There may be marks of a commendation nature or to identify next targets identified, although this may be kept in teacher's records. Appendix B will apply to other pieces of Independent Writing.

Other commendation

Children may receive a class-based reward, or they may be sent to the headteacher or another teacher for a special commendation.

Poulton St. Chad's C E EYFS Marking Policy

Symbol	Meaning
	Objective Achieved
Sticker/stamp	Good effort
WS	With Support
I	Independent work
Next steps	Given verbally and/or recorded on assessment sheet/in Maths book

Poulton St. Chad's C E KS1 Marking Policy

To ensure a consistent approach to any written marks on pupils' work, the following marks may be used in KS1:

Symbol	Meaning
A	Objective Achieved
A-	Objective almost Achieved
*	Objective not achieved
	Finger Spaces
CL	Capital Letter
.?!	End Punctuation
sp	Spelling error
 ?	Cannot read or does not make sense
	Error
√	Correct
.	Incorrect
√√	Amazing!
→	Next step
VF	Verbal Feedback
I	Independent work

Poulton St. Chad's C E KS2 Marking Policy

To ensure a consistent approach to any written marks on pupils' work, the following marks may be used in KS2:
(and Year 2 where appropriate)

Symbol	Meaning
A	Objective Achieved
A-	Objective almost Achieved
*	Objective not achieved
<u> </u> sp	Try spelling this word again
?	Does not make sense/ meaning is unclear
P	Find and include the missing punctuation on this line
//	A new paragraph is needed
“	Inverted commas are missing or used incorrectly.
^	A word or letter has been missed out
	Error to be checked
✓	Correct
.	Incorrect
√√	Amazing!
→	Next step
VF	Verbal Feedback

This marking policy will also be followed by the children when peer marking

Expectations on the Frequency of Marking**English including writing**

- Reading, SPAG, short pieces of writing to go in books 4 time per week.
- Every piece of work needs marking with A, A- or * by the teacher/TA.
- Every piece of work needs 3 circles as self-assessment by the children (or peer assessment).
- Motivational comments to be made frequently.
- There should be a deep mark at least once per week (have a next step).

Assessed Writing

- There should be 2 pieces of assessed writing per half term in the independent Writing book.
- Motivational feedback will be given.

Cross Curricular Writing

- All cross curricular writing will be in the subject book (keep your topic with your topic)

Maths

- There should be 4 pieces of work recorded per week.
- Every piece of work needs marking with A, A- or * by the teacher/TA.
- Every piece of work needs 3 circles self-assessment by the children (or peer assessment).
- Motivational comments to be made as appropriate.
- No deep marks are needed- live marking is encouraged for maths.

RE

- Most pieces of work should be recorded- in the children's books or the class REflection logbook. Work does not need to be written each time- photos, artwork etc are encouraged.
- Every piece of work needs marking with A, A- or * by the teacher/TA.
- Every piece of work needs 3 circles self-assessment by the children (or peer assessment).
- Motivational comments to be made frequently.
- There should be a deep mark 2-3 times per unit.

Science

- Every piece of work needs marking with A, A- or * by the teacher/TA.
- Every piece of work needs 3 circles self-assessment by the children (or peer assessment).
- Motivational comments to be made frequently.
- There should be a deep mark for every TAPS.
- There should be at least one further deep mark per unit.

History, Geography, Art, DT

- Every piece of work needs marking with A, A- or * by the teacher/TA.
- Every piece of work needs 3 circles self-assessment by the children (or peer assessment).
- Motivational comments to be made frequently.
- There should be a deep mark at least once per unit and the next step will refer to the skill (not content) taught.
- For Art there should be a deep mark when work is in sketchbooks.
- Children will self-evaluate their Art and DT work.
- There should be one evaluated piece of work per unit in DT. There will be a lot of verbal feedback and live marking in DT.

Music and PE

- Verbal feedback will be used based on the unit objectives.
- Most feedback will be motivational.
- Whole class and group feedback will be used after performances- both teacher and peer feedback.
- Children will be recorded at the start and end of a unit. A, A- and * to be recorded on a class list at the end of the unit.
- 3 circles will be shared at the start of each lesson and evaluated at the end of each lesson by the children.
- Quizzing can be used to check children's understanding of the vocabulary used in the unit.

Computing

- 3 circles will be shared at the start of each lesson and evaluated at the end of each lesson by the children.
- Live feedback and motivational marking will be used.
- The unit objectives will be rag rated at the end of each unit.

PSHE

- Work is completed in the floor book with A, A- and * recorded.
- 3 circles will be shared at the start of each lesson and evaluated at the end of each lesson by the children.
- Whole class verbal feedback will be given.
- Motivational marking will be used for individual work.