

Richard Durning's Endowed Primary School

Marking and Feedback Policy



Curriculum Statement

At Richard Durning's Marking and Feedback of children's work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout our school.

The way in which we respond to pupil's work inevitably communicates signals to the children. These signals are likely to affect their own judgements about their levels of achievement/attainment and the ways in which they are working. All comments/responses therefore, in whichever form they may take, must be constructive and based upon evidence which the children understand, can relate to and act on.

We want our children to ask 'why?' and develop their 'Enquiring Minds', independence and resilience to answer their own questions.

Our Marking and Feedback Policy is designed to encourage pupils and teachers to consider 'why' and 'how' improvements can be made to their written work.

Intent

Our Aims in Marking/Responding to Children's Work

- To celebrate effort resulting in progress and to praise and encourage where appropriate;
- To identify the next steps in a child's learning;
- To enable the child and the teacher to work together to identify areas of strength and areas for development in their work;
- To give the child an opportunity to reflect upon their own learning and become aware of their own future needs;
- To show a child that their work is valued;
- To identify difficulties, mistakes, misconceptions or lack of understanding;
- To raise attainment as the child becomes a better more independent learner;
- To ensure continuity for the child as they move through the school.
- To use marking as a teaching tool to inform the children of their performance and the next steps in their learning.
- To develop children's ability to proofread, edit and improve a piece of work before and after the teacher sees it.
- To use marking as an assessment tool to inform the teacher of the child's level of achievement /attainment and to inform the next stage of their planning.

Marking and Feedback should be:

- Manageable for staff

- Have a clear purpose
- Meaningful to children
- Provided in a timely manner to acknowledge children's efforts
- Provided through a balance of:
 - Self-assessment (children marking own work under the guidance of teaching staff)
 - Peer-feedback (children providing constructive advice to each other)
 - Verbal feedback from teachers/TAs
 - Written prompts from teachers/TAs

Implementation

Teachers will identify the successes and areas for development using the agreed procedure:

- Teacher writes in green pen and successes are shared in this colour
- Children's corrections and/or reflections are written in purple pen (polishing pens)
- In addition, class reward systems should be used where necessary to indicate where a child has worked very hard indeed and has shown great progress / attainment / effort within a lesson.
- Teachers may use stickies after lessons, especially in maths, to indicate where children need to go back and "fix" something within their work. Children will need to fix their work.

Impact:

- Children will have raised self-esteem through praise and valuing their achievements.
- Provide a platform for raising expectations and future aspirations.
- Standards will be improved by ensuring children understand what they have done well and how they can improve further.
- Children will have increased independence and resilience in both writing and editing, improving their work.

Additional Information

This policy was approved by Governors January 2026. It is due for renewal January 2027.