

At Halsall St Cuthbert’s Primary School we are committed to providing relevant and timely

feedback to pupils both orally and in writing. This policy is concerned with ensuring a consistent

approach to marking and feedback across the school and to ensure the involvement of children in

extending their own learning. We believe that marking should enhance learning through:

• Drawing attention to what children need to do to improve.

• Providing feedback on what they have done so far.

• Encompassing Assessment For Learning (AFL) in order that children take responsibility for their

own learning.

Aims

• Raise children’s self-esteem and through praise for what they do well and encourage them to

raise their aspirations.

• Gauge the children’s understanding and identify any misconceptions.

• To demonstrate what the children’s strengths are and how they can improve their work in the

future through timely and high quality feedback.

• Create an ethos where mistakes are acceptable as long as learning allows children to remedy

them.

• Embed opportunities for the child to learn how to assess their own work critically in order to

create independence in learning and responsibility their own improvements.

• Embed opportunities for the children to assess each other’s work identifying strengths and

areas for improvement by which they can reinforce their own learning and learn the art of

constructive criticism.

• Create an ongoing conversation between child and adult which will aid progression.

• Create challenging but achievable targets for improvement.

• Provide a basis for summative and formative assessment.

• Provide a basis for lesson planning.

• Establish a consistent approach to marking against specific learning criteria so that children

understand how their work is marked.

Principles of Marking and Feedback

The following principles should underpin all marking and feedback:

• It should be positive and motivating for children.

• It must be at the child’s level of comprehension.

• It may be given verbally.

• It should be given promptly and regularly

• It ought to give recognition to effort and achievement noting improvements made.

• The process should directly engage the child, either orally or through written response.

• It should give clear strategies for improvement focusing on one or two areas at a time which link into the learning objectives or learning targets for the child (which may be cross curricular).

• Time should be given for children to consider marking feedback and for them to respond to them

• It should promote children’s self-assessment, linking marking and feedback into the wider process of engaging the child in their own learning.

• It will provide information to the teacher on the success of the teaching and inform planning.

• It will provide information to the teacher regarding pupil progress.

• It can be given by any adult with whom the child is working.

• It can be given by a peer as part of the learning process.

• It must positively affect the child’s progress and learning outcomes.

Marking and Feedback Process

The main forms of marking and feedback will be used as follows:

1. Verbal Feedback from an adult

Timely verbal intervention or feedback is the staple of learning. It is invaluable in many subjects in the Curriculum.

Direct contact with the child and discussion of the work is particularly appropriate with younger, less

able or less confident children. In respect of subjects such as PE and Music, it may be predominantly if not exclusively verbal, a record of this may be written by the teacher where appropriate.

2. Written Marking

Marking will be appropriate to the task set. If the task required an independent response from the pupil, then that will be marked according to the objective. Any colour pen, except red, is acceptable.

For some tasks, no marking may be necessary. This avoids glib comments and ticks which may increase a teacher’s workload unnecessarily.

Marking is to be positive and comments geared towards how a child may improve in general or related to the objective.

Spelling errors will be indicated by a line drawn underneath the incorrect word. Where the lesson

objective is not spelling, errors will be only corrected where the word relates directly to the current

spelling objectives. For SEN/low ability children or children with specific spelling difficulties, it will be left to teachers’ professional judgement whether to correct spellings.

Marking feedback time should be built into the day and/or lesson time for the children to respond to

marking feedback, absorb any comments and improve their work, especially in core subjects.

Pupil Marking

In order to engage the child in their own learning, children should have the opportunity to look

critically at their own work and that of others.

In some subjects, such as Maths, it is particularly useful for pupils to mark their own work and then ascertain where errors have been made. Where this takes place, time is required for “corrections” to work to complete the learning process.

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