



Marking and Feedback Policy

At Lulworth and Winfrith Primary School we see the greatest impact when we agree, adopt and maintain a consistent approach which is age and ability appropriate. We believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy which all pupils and staff follow on a day-to-day basis.

Our Aims in Marking/Responding to Children's Work

- To use marking as a teaching tool to inform the children of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
- To develop children's ability to proof read, edit and improve a piece of work before the teacher sees it.
- To expect children to use methods to indicate their own understanding of their learning
- To expect children to explain how they think work can be improved.
- To make effective use of response partners to respond to their peer's work.
- 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.
- To create a common, agreed, continuous, developmental methodology throughout the school which is understood and utilised by both colleagues and children.

Quality feedback includes:

- Verbal feedback
- Teacher assessment
- Self-assessment
- Peer assessment

Verbal Feedback

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a 'VF' may be recorded next to the piece of work produced if necessary. Pupils will be expected to respond to this feedback by being able to discuss how they are improving their written work.

Improvement Time

Time is regularly set aside to enable children to have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a “marking dialogue” with the teacher.

Self-Assessment

In Key Stage 1 pupils should be taught to self-assess in a meaningful way, against the success criteria. By the end of Key Stage 2, the pupils should be able to self-assess regularly. All self-assessment should be moderated by the teacher, using a ‘light touch’ mark to either agree or alter the self-assessment.

As they self-assess, pupils should note the success criteria which they feel they have achieved using the ‘purple prove it’ method.

Peer Assessment

By the end of Key Stage 2, the pupils will peer-assess regularly in English and Maths. Again, this should be moderated by the teacher, using a ‘light-touch’ mark to either agree or alter the peer-assessment. This should follow the same procedure as self-assessment. The pupil should initial their peer-assessment to identify who has assessed the work.


Our Agreed Methodology

**This methodology applies to all learning.

- Year 2 - 6 – all written work is considered as independent work unless a ‘G’ or ‘S’ is present by the learning objective or next to the work which was guided or supported.
- Early Years and Key Stage 1 staff respond to children’s work verbally with less focus on written feedback although they will always “mark” that the work has been assessed/discussed.
- In the Early Years most assessment of work is done on a one-to-one basis with the child
- In Early Years and KS1 literacy stamps may be used alongside written comments.
- Written and verbal “marking” becomes more complex as the child progresses through the school.
- The marker’s responses take into account the learning objectives for that lesson. There is always a planned focus to the marking e.g. considering the child’s understanding of scientific concepts. However, attention may be paid to other links, particularly in English and mathematics.
- Writing – in some cases, the marker will concentrate upon targeted misspelt words. The marker makes sensitive judgements in relation to the age and ability of the child.
- Spelling corrections will be practiced 3 times and are linked to their phonics learning, statutory spelling list and common exception words.
- Non-negotiables are set for each year group as basic success criteria to all written work.
- Across all curriculum areas, the transcription of numbers and letters is always to be corrected.
- All verbal and written comments made by the marker are constructive, concise, informed, based upon evidence. It may be necessary to annotate verbal comments/discussions with a child in order to keep a record of them.
- It is not appropriate for written comments to be made upon every piece of work.
- Children are encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives and any previously individually set targets.
- After marking, children reflect, correct and address any misconceptions.

- In Year 2 to 6, Children's editing, corrections and responses to marking are written neatly in **PURPLE** ink.
- Targets and development points are written or highlighted in **GREEN**.
- **Pink** ink or highlighter is used to acknowledge successes and objectives been met.
- Key Stage 2 Maths, children are taught to self-mark in purple and make corrections where necessary. However, the teacher will always review the work and mark as necessary.

Our Marking Scheme

- The marker's recognition of correct responses, and to acknowledge that the work has been marked, is indicated by a **pink v** or highlight.
- The marker's recognition of an incorrect response is indicated by a **green dot** or underlined
- Incorrect spellings are indicated by a straight line under the word and the correct spelling written either in the margin or above the word. Errors are NOT to be crossed out or written over with a correction
- Where appropriate, incorrect spellings are underlined in KS1 and "**sp**" written in the margin in KS2. The word should be written out and modelled by the teacher at the bottom of their work, where the children write out the spelling 3 times. As the children progress to Year 6 they will be expected to search for the correct spelling independently
- A green circle  is used for something missing i.e. missing capital letter, inverted commas.
- VF used when verbal feedback is given. (where necessary)
- In Years 2-6 a green wiggly line is used to define incorrect word choice or words that don't make sense.

Reviewed July 2025