



Marking and Feedback Policy

Introduction

At Farsley Westroyd Primary School and Nursery we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to the marking method used by all and therefore have an age appropriate school approach, which is used in each classroom.

All children are entitled to regular and comprehensive feedback on their learning and at Farsley Westroyd the intent behind our policy is to encourage our pupils to be independent learners who are intrinsically motivated to become life-long learners. This policy is an essential element of the school's assessment process.

Aims

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do be proud of their achievements;
- Promote positive learning behaviours through specific praise and encouragement;
- Indicate progress towards the learning intention/targets and what highlight what needs to happen next
- Boost confidence and self-esteem
- Promote the practice and acquisition of basic skills.
- Promote self-assessment, identifying own strengths and development points and acting upon them
- Promote ownership of their own learning trajectory.
- Promote peer-assessment using the resources around us to help in our own learning journey.
- Model expectations and high standards.
- Inform summative and formative assessment and identify gaps in learning.
- Use the information gathered in the process to inform planning
- To provide challenge and drive improvement.

Principles of marking and feedback

- At Farsley Westroyd we have a standardised approach to the marking and feedback of all pieces of work.
- At Farsley Westroyd we have high expectations which we model through the implementation of the policy.
- At Farsley Westroyd we have high standards of presentation in ourselves and in our learning.
- At Farsley Westroyd the marking and feedback process is a positive one that provides challenge whilst also protecting the child's emotional well-being.
- At Farsley Westroyd the marking should always be in accordance with the learning intention and or the child's own personal learning targets.
- At Farsley Westroyd the child must have the opportunity to reflect, self-mark, edit and improve
- At Farsley Westroyd any adult can mark and provide feedback inline with the stated policy.
- At Farsley Westroyd marking will be live, whenever possible and before the next lesson.
- At Farsley Westroyd we put time into everyday to allow children to respond to marking.

Teaching and Learning

Marking and feedback takes place in the following ways:

1. **Teacher written feedback** highlighting areas of success in relation to the learning objective, success criteria and / or personal target. Teachers will comment or highlight the areas of success and identify an area of development. Children will be given the opportunity to improve on areas of development in response to comments in future pieces of work.
2. **Teacher oral feedback** involves the child being given immediate feedback from the teacher highlighting success in relation to objective, success criteria and / or personal target. Areas of development are identified and support or challenge is given in order to move learning on.
3. **Self-Marking** is when the child is marking their own work. This is most effective when assessing against a clear learning objective, success criteria or personal target. Children are encouraged to identify areas of success and improvement and will be given the opportunity to edit and improve their work accordingly.
4. **Peer-Marking or Feedback** gives children the opportunity to work together on improving learning. Just as in self-marking it is most effective when done against a clear learning objective, success criteria or personal target.
5. **Editing, Improving and presenting** gives children the opportunity to self-reflect, evaluate, improve and show pride in the final piece.

Marking and Feedback in Practice

Teachers must;

- Model accurate handwriting in line with school scheme and presentation skills.
- Identify success with a green tick
- Identify development points with a black dot
- Add any comments/direction in black
- Ensure that feedback is focussed on the Learning Objective or personal target when appropriate.
- Create opportunity for the children to amend or practice an error
- Go back and mark the amendment or practice.
- Pupils will use purple pen to edit and improve.
- Mark peer work with a red pen.
- Use the agreed font for all worksheets and presentations.

Pupils will;

- Be able to identify their success and areas for improvement
- Have opportunities to edit and improve their own work with purple pens
- Have opportunities to give feedback to a peer using a red pen.
- Have the opportunity to edit and improve
- Have the opportunity to practise basic skills
- Have the opportunity to make amendments when errors occur.

Children will be involved in the marking and feedback process with increasing independence as they move throughout school.

Effective Feedback Practice

- Pupils will check their own work, before being marked by an adult
- Pupils will use resources around them to enable them to do the above.
- Focus upon year group non-negotiables/expectations for spelling, punctuation and grammar, handwriting and fluency.

- Give time daily for practice/amendments
- Plan in edit and improve sessions.

Monitoring and evaluation

Monitoring of marking and feedback will occur throughout the year by all stakeholders as part of the whole school monitoring cycle. Class teachers need to ensure all adult adhere to the school in their class and subject leaders should evaluate the impact of the marking upon progress in their subject.

EQUAL OPPORTUNITIES

All pupils are entitled to have their work marked in accordance with this policy.

SEND AND INCLUSION

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response and / or using B Squared material to support comments and next steps. Such requirements should be identified in a pupil's Plan.

POLICY REVIEW

This procedure has been agreed by the staff in September 2026 and will be reviewed in three years.



Reception and KS1 Marking and Feedback Key

Marks	What Mark Means
Green tick	Achieved
Black pen	Correct, Practice or Improve
Purple Pen	Pupil Edit
Red pen	Peer marking
V	Verbal Feedback given
I	Independent Work
S	Support
FS or 	Finger spaces
?	Check for sense
SP	Spelling Correct and Practice
C	Capital Letter
P	Punctuation . , ! ? “



KS2 Marking and Feedback Key

Marks	What Mark Means
Green tick	Achieved
Black pen	Correct, Practice or Improve
Purple Pen	Pupil Edit
Red pen	Peer marking
V	Verbal Feedback given
S	Support
FS	Finger spaces
?	Check for sense
SP	Spelling - Correct and Practice
C	Capital Letter
• P	Punctuation . , ! ? “ ; ; 0
P	Punctuation missing
^	Missed word or words
	Improve
_____	Error
//	New Paragraph
T	Tense