

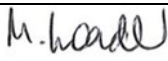


Woodthorpe CE Primary School

Marking and Feedback Policy

Review: annually

Version	Date	Updates	Minute No.	Review Date
1	26.06.25			Summer 2026

Signed			Date
Headteacher		Matt Loader	26/06/25
Chair of Governors		Sue Beckett	26/06/25

Aims

- That we show that we value children's work.
- That marking is an effective part of the process of planning, monitoring, assessing and evaluating children's progress and contributes to high quality Teaching and Learning.
- Feedback should be related to learning objectives and success criteria, as well as current and future targets.
- That marking is part of the process of motivating children and building in them the aspiration to be reflective and successful learners.
- To provide clear and constructive verbal feedback where possible as this has the greatest impact on learning.
- That the marking load of all staff should reflect the need to maintain a good work/life balance.

The effectiveness of this policy will be evidenced by improvement in children's attainment and achievement as seen in their work and books.

The Purposes of Marking

When marking each child's work we need to be clear as to the purpose for marking of that piece. The purposes for marking are to:

- Monitor
- Motivate
- Specify attainment and give the next step for progress

The Marking Process

At Woodthorpe CE Primary School, following research and trials, we have adopted a no-marking, verbal feedback policy. During lessons, teachers will carry out live marking at regular intervals to allow for immediate intervention and response. Misconceptions are then addressed on an individual, group or whole class basis where necessary. Challenge is given where pupils are showing good understanding.

After the lesson, based on the marking carried out in the lesson, the **Learning Question** (LQ) will be highlighted to show the individual's understanding.

Green highlight: the child has understood and achieved the learning outcome, at their level and above.

Yellow highlight: the child requires further work to achieve the learning outcome.

Pink highlight: the child has not achieved the learning outcome.

During this process, teachers will scan the books for good examples; common misconceptions; common spelling errors; those children who require further support and the next steps.

These misconceptions are then addressed at the start of the next lesson and time will be given for the children to respond to these in their books.

Monitoring & Evaluation

This policy will be monitored and evaluated each term by the senior leadership team or subject leaders during learning walks and book scrutinies.

Other Marking Requirements

The requirements for all other marking are outlined for each Key Stage in Appendix 1. The same aims and processes should be applied.

APPENDIX 1

Marking in all subjects should be in line with the aims and purposes of this Marking Policy. The following guidelines indicate agreed good practice in the marking of particular work. It is important that each teacher adopts and is consistent in their use of this policy.

Writing

Formative Assessment and Marking

Learning Questions (LQ)

- Every piece of writing must begin with a Learning Question.
- Teachers will assess the LQ using the following colour codes:
 - **Green** – Met
 - **Yellow** – Working Towards
 - **Pink** – Not Met

Success Check

- A **Success Check** must be listed under the LQ, taken directly from the DDAT Writing Grid (except for final independent Y6 writing pieces).
- Each criterion is ticked if it has been met within the child's work.

Marking Codes and Feedback

Key Stage 1

- **S** = Supported – Must include a note detailing how support was provided (e.g. verbal prompts, scribing).
- **I** = Independent – Work completed without adult support.
- **VF** = Verbal Feedback – Use only when feedback is given during the task.

Key Stage 2 / SEN

- **S** = Supported – Must include the type of support (e.g. guided group, 1:1 conferencing).
- **VF** = Verbal Feedback

General Marking Practice

- Use ✓✓ double ticks for highlighting strong vocabulary, accurate punctuation, or exemplary effort.
- Sections of writing will be highlighted in green, which demonstrate success criteria.
- To confirm a target is fully achieved, the child must meet that objective independently three times.

Addressing Common Errors

- **Spelling and Grammar Mistakes** must be:
 - Corrected within the text or in the margin.
 - Practised by the child three times nearby or at the bottom of the page.

- **Dictated Sentences:**

- Used daily across all phases following the class step-by-step model.
- **EYFS:** Labelled with a capital **D**.
- **KS1:** Recorded in phonics, grammar, or English books and labelled **D**.
- **KS2:** Written at the back of English books.

Next lesson:

KS1

The teacher will address the misconceptions at the start of the next lesson in feedback time. Children are expected to apply it in their work that lesson.

KS2

The teacher will address the misconception at the start of the next lesson in feedback time. Children will address the misconceptions from the previous lesson using their purple pen.

Misconceptions can be addressed as a group/whole class/1:1 by the teacher or TA.

Maths

- Live marking at regular intervals during lessons will be used. Response to this marking can be immediate. Children needing further intervention can be supported within the lesson, either by the teacher or a Teaching Assistant, and those who are ready can be set further challenges to deepen understanding.
- Correct responses should be indicated by a tick. Children should mark in purple pen and the tick should be no bigger than one square.
- Mistakes or omissions should be indicated by a dot (.)
- After the lesson, the teacher scans the books and highlights the LQ.
 - **Green highlight:** the child has understood and achieved the learning outcome, at their level and above.
 - **Yellow highlight:** the child requires further work to achieve the learning outcome.
 - **Pink highlight:** the child has not achieved the learning outcome.
- Where errors have appeared and they are to be corrected, **yellow highlighting** of the questions will be done. Corrections will then be completed in a new space during the start of the next lesson.
- Common misconceptions/errors will be identified and noted in the teacher's own mark book or on their planning for next lesson.
- Where children have no misconceptions, a challenge may be given – this can be a question on the board or a question for them to stick in their books.

Next lesson:

KS1

The teacher will address the misconception at the start of the next lesson in recall time. Children are expected to apply it in their work that lesson.

KS2

The teacher will address the misconception at the start of the next lesson in recall time. Children are expected to address the misconceptions from the previous lesson.

Misconceptions can be addressed as a group/whole class/1:1 by the teacher or TA.

Corrections are done in pencil.

Topic-Based Work (Foundation Subjects)

- All work will have a learning question, which will be differentiated where necessary.
- Live marking will take place where possible. This will be done by the child and/or the teacher.
- The Learning Question will then be highlighted to show understanding as below:
 - **Green highlight:** the child has understood and achieved the learning outcome, at their level and above.
 - **Yellow highlight:** the child requires further work to achieve the learning outcome.
 - **Pink highlight:** the child has not achieved the learning outcome.
- Whilst reading the books – the teacher make notes according to misconceptions, further support, technical spelling errors. These will then be addressed next lesson.
- Non-negotiable errors (spelling, handwriting and punctuation) are highlighted in yellow – a maximum of 3 errors.

Music/Drama/PE/Computing/PSHE

Learning questions will be used but not put in books. Assessment will be most commonly made through an oral response and will highlight strengths.

Homework

It is important that teachers check the completion of homework to a satisfactory level. Homework is mainly limited to the practice of basic skills (especially Reading, number bonds, times tables, spelling practice, some grammar reinforcement), so there is no requirement to mark this homework, although teachers will check and assess children's grasp of these skills and knowledge through lesson activities.

Pupil Tracker

Pupil trackers are sent out to parents termly. These show current attainment, attendance and attitudes to learning.