Sawley Junior School

Marking & Feedback Policy

Version: September 2026

The provision of effective marking and feedback to children is one of the key factors for improving learning through assessment. The learner needs to understand the purpose of the learning, how to make improvements and be given time to respond to comments.

Policy Principles

Marking and feedback should:

- Enable children to become a partner in the marking and feedback process.
- Be consistent throughout the school, with set codes and strategies in place.
- Be seen by children as a positive means to improving their learning.
- Develop a culture which allows mistakes and risk taking.
- Be constructive.

Policy Aims

We recognise that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning step. To ensure that marking and feedback are effective and empower the learner we aim to:

- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Inform future planning and individual target setting.
- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers agree next steps with the child and follow up the agreed targets to see how much progress has been made.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding.

Objectives and Success Criteria

The lesson objectives will be clearly visible and explained to children at the start of the lesson.
The success criteria to achieve the objective will be shared and recorded for pupils to refer to during the lesson when necessary. Marking will directly relate to the lesson objective, success criteria or an individual pupil target. In addition, marking may comment upon the presentation of pupil's work, especially where presentation needs improvement, with the aim of encouraging the pupil to continually improve their work.

Why do we mark pupils work?

- To provide feedback to children about strengths and weaknesses
- To recognise and reward pupil effort and achievement
- To recognise and reward pupil progress
- To give guidance to pupils about improvement strategies
- To form the basis for discussing work with pupils
- To motivate and encourage children
- To enable teachers to assess individual pupil progress towards learning objectives
- To enable the teacher to plan in the light of pupil attainment and progress
- To focus teacher attention on individual pupil progress towards targets
- To help parents understand the pupil's strengths and weaknesses
- To form the basis for discussion with parents about attainment and progress

Forms of Marking and Feedback

Class teachers should ensure that there is a 'good' / 'reasonable' balance of different forms of marking/feedback:

Summative Marking:

This is a snapshot judgement on the standard of a piece of work. This method is often used to mark a test. It is only valuable if the information is used diagnostically. Information should be used to inform the whole school tracking process.

Verbal Feedback:

Verbal feedback is potentially the most effective form of feedback. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is good. Verbal feedback can be feedback from the teacher/ TA, to the teacher/TA, and from and to peers. Verbal feedback needs to be focused around the learning objective. This type of feedback can be given to an individual, group or at whole class level.

Live Marking

We believe that live marking is a powerful tool to engage children in their learning. When appropriate, teachers will mark work as it is being completed. This allows for immediate feedback and ensures that children have the opportunity to respond and make improvements while the lesson is still ongoing. The children will be expected to respond to the live feedback provided, ensuring that they take ownership of their learning and make improvements in real time.

Self / Paired Marking:

To foster a collaborative learning environment and encourage self-reflection, we will provide children with the opportunity to peer mark at least once per half term. This process will be structured, ensuring that children understand the criteria for giving and receiving feedback. Peer marking not only helps children reflect on their own learning but also builds skills in giving constructive feedback to others, enhancing both understanding and communication. This will also enable the children to develop a deeper understanding of their work.

Quality Marking:

It is important to recognise that marking can take place on many different levels; completion of work can be acknowledged or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can be Quality Marked and it is the responsibility of the teacher to ensure that their marking structure within their classroom is focused and is able to move children on. The emphasis of quality marking should be on both success and improvement needs against the learning objective. This can be either oral or written, but should always be focused firstly upon the learning objective and secondly on other features. For this to be successful children need to understand both the learning objective and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work.

Marking should be positive, clear and appropriate in its purpose – it needs to offer constructive feedback linked to the learning objective. The outcomes need to inform planning, teaching and learning. Children need to be able to understand and respond to comments.

Responding to Marking (Check or Challenge)

In order for marking to be effective and worthwhile, pupils should be given time to respond. At Sawley Junior School, pupils are regularly given time to read the successes and the improvement suggestions. Where the marker has indicated improvements to be made, these should be made in purple pen. Some pupils may be directed towards a 'challenge' activity during this time. This should also be completed in purple pen. This will be known to the children as a 'purple polishing pen'. Check or is an established routine during Maths and English lessons.

Marking at Sawley Junior School –

Indicates progress towards the Learning Objective:

- ✓✓ should also be used on the learning objective to indicate if this has been met.
- ✓ on the learning objective indicates that it is partly achieved and or more evidence is perhaps needed to enable the judgement to be evaluated as fully achieved.
- **WT** on the learning objective indicates the child is working towards.
- A success criteria grid should be used where appropriate and can be completed by the child, the teacher, another adult, peers or a combination of these.

Indicates good quality examples towards the Learning Objective:

- A highlighter should be used on examples of the required elements of the learning.

- A highlighter ✓ can be used over an entire section of work if the marker considers it to be high quality.
- A single word can be highlighted if has been used with good effect / chosen wisely / is part of the required learning.

Indicate opportunities for improvement:

- ~~~~ underneath a word or group of words tells the child that this word or group of words could be improved.
- ~~~~ and **sp** in the margin would indicate a spelling error that the teacher feels should not have been made. This might be a word the teacher would expect the pupil to know or it may have been available as part of the lesson scaffolds.
- ○ and **p** in the margin would indicate a section of the work where punctuation needs to be checked/improved.

Give opportunities for pupils to respond to the marking:

↑ indicates a response is required. It can:-

- Set out the next steps in learning
- Scaffold an example of what to do
- ↑ ~~~~ / ↑ **sp** ~~~~ / ↑ **p** tells the child to improve anything indicated by the marker as an area for improvement
- ↑↑ indicates a challenge is available to complete
- ↑ **C** is used in numeracy to indicate that there are corrections to be made.

Guidance for Markers

Daily sessions should have a learning objective (LO).

The LO may be broken down into:

- Steps to success:
    - **Success Criteria** link directly with the outcome. These tend to be the required elements to achieve a successful piece of work. Children and teachers will use these to evaluate and provide feedback on what has been achieved and for next steps.
    - **Expanded success criteria:** Our working walls in English are now called expanded success criteria. These contain the 'ingredients' needed and examples of different sentence types/vocabulary choices so children can refer to these when producing a piece of writing in English.

Organisation and Practice

At Sawley Junior School we have agreed to:

- Ensure that children are provided with success criteria or an expanded success criteria which is related to the learning objective, so that they are clear about expectations (when appropriate).
- Use a variety of marking and feedback strategies to develop self-evaluation.
- Continuously model good practice in marking to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.

- Provide oral feedback wherever class discussion takes place.
- Provide effective feedback to children about their work. Recognising this will take many forms, depending on the nature of the task and the time available.
- Create a system of codes which can be used as part of the marking process and which is consistent throughout school.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children.

When marking teachers will:

- Ensure that English and Mathematics are checked on a daily basis. In English, each child's work should be subject to a quality mark at least once a week.
- Ensure that feedback in all subjects is given regularly and that time is given for children to act upon the feedback.
- Ensure that oral feedback is an integral part of daily teaching.

For English and mathematics, there should be a fair balance of teacher and child marking. Teachers should also be conscious of checking the quality of peer and self-assessments made by children. For English and mathematics, there should be evidence of detailed teacher marking when a teacher has worked with a group or individuals. For foundation subjects there should be evidence of teacher, peer and self-assessment.

Outcomes for children

The children will:

- know about the quality of their work through honest, targeted feedback
- have the courage to make mistakes knowing that these will be viewed as opportunities for improvement
- have the motivation to want to produce high quality work and make progress
- understand exactly what is required to be successful
- be involved in assessing their work and identifying what they need to do to move on

Children need to be:-

- taught how to mark and be involved in marking their own work and that of others, including their peers; teachers should be conscious of checking the quality of peer and self-assessments made by children
- understand the teacher's marking and be given time to respond to teachers' comments during lessons.

Outcomes for teachers

Teachers will

- be able to assess the effectiveness of their lesson planning
- use feedback outcomes to inform the next steps of learning
- use feedback outcomes to inform target setting

It is the responsibility of the Headteacher and curriculum leaders to monitor the effectiveness and quality of marking carried out throughout the school by periodically collecting samples of children's books throughout the year. Teachers will be informed of monitoring outcomes.

Marking at Sawley Junior School –
At a Glance

Daily sessions should have a learning objective (LO). Teachers should ensure the LO is always displayed and visible during the lesson.

All adults mark in green or pink pen / Supply teachers mark in **blue** pen.
Children write in pencil or black pen.
Children improve work using the purple polishing pen in all subjects.

Marking at Sawley Junior School must –

Indicate progress towards the Learning Objective:

- ✓✓ should also be used on the learning objective to indicate if this has been met.
- A success criteria grid should be used where appropriate and can be completed by the child, the teacher, another adult, peers or a combination of these.

Indicate good quality examples towards the Learning Objective:

- A highlighter should be used on examples of the required elements (the success criteria) of the learning.
- A highlighter ✓ can be used over an entire section of work if the marker considers it to be high quality.
- A single word can be highlighted if has been used with good effect / chosen wisely / is part of the required learning.

Indicate opportunities for improvement:

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- 🧍 A stickman indicates independent work – 🧍🧍 two stickmen indicates partner work
- **T** indicates teacher support and verbal feedback given
- **TA** indicates teaching assistant support and verbal feedback given