Powerstock CE VA Primary School

Date Adopted: November 2025
Approval Committee: Curriculum and Wellbeing Committee
Date of next review: November 2026

Marking and Feedback Policy
2025-26

'Education must develop every child's personality, talents and abilities to the full.'
UNCRC Article 29

1   Introduction

1.1   At Powerstock School we will take a professional approach to the tasks of marking work and giving feedback on it. As a school we have agreed a common basic marking scheme to be used throughout the school, that takes into account different ages and levels of learning (See Appendix A). All children are entitled to regular and comprehensive feedback on their learning. It is expected that teachers will mark work and give feedback as an essential part of the assessment process.

2   Aims

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

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;

- provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

3.1 The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

3.2 The marking should always be in accordance with the lesson objective.

3.3 The child must be given opportunities to discuss the teaching and learning comments.

3.4 Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.

3.6 Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.

3.7 Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

3.8 The marking system should be constructive and formative.

3.9 For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.

3.10

4 General advice to teachers

4.1 The main objective of marking and feedback is not to find fault, but to help children learn.

4.2 A delicate balance has to be achieved where children are encouraged to be adventurous without fear of having faults emphasised.

4.3 The extent of the teacher's response to a piece of work is determined by the teacher's professional judgement. Consideration is given to the needs of the child, what the next learning stages involve, and what should now have priority.

4.6 Where pupils interact in the marking process, they will be all the more engaged and receptive to improvement.

4.9 When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work is useful, because when the teacher makes a point, the children need to be able to relate it to their own efforts.

4.10 Children should be encouraged to improve and/or edit their work with a purple pen. This can be ahead of marking or after, using the lesson's learning intentions and any success criteria.

4.11 In addition, the children could indicate where they think a particular target for the lesson has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that particular lesson criteria has been met.

4.13 Teachers will comment on spelling only if it is a spelling the child should know.

5 Monitoring and review

5.1 We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

5.2 The headteacher and subject leaders will carry out work scrutinies to ensure this marking and feedback policy is followed and the agreed marking scheme used.

Signed:

Revised: February 2024   **Review date:** September 2026

Appendix A

Powerstock CE VA Primary School - Marking scheme

All staff marking should be completed in orange pen.

Marks used throughout the curriculum	
Learning Objective (LO)	This should be written by children who can write fluently, or a teacher prepared version (handwritten or sticker). All learning should be dated alongside the LO.
(I)	This learning/activity has been completed independently
(G)	The learning/activity has been completed guided or in a group.
(S)	This learning/activity has been supported by an adult.
(V)	Verbal feedback given to the pupil about the learning (can be followed by a short comment by the teacher OR pupil).
(P)	This learning has been in a pair.
(T)	Indicates a pupils target/next step.
(!)	Indicates extension/challenge activities.
+	Indicates that the LO has been achieved.
÷	Indicates that the LO has almost been achieved but more support is required.
-	Indicates that the LO has not been achieved and support is required.
++	Indicates that Greater Depth has been achieved in the activity.

Marks used throughout the curriculum	
🔴 🟠 🟢 ☹ 😐 ☺	Pupils are encouraged to reflect on their learning through use of traffic lights or smiley faces.

Marks specific to Numeracy	
✓	Ticks are used to identify a correct answer has been found. Ticks can also be used to indicate correct steps in multi-step problems or method has been used.
●	Dots are used to indicate that an incorrect answer has been found. Children are encouraged to 'turn' dots into ticks.

Marks specific to written work	
_____	Spelling error. Maximum of 5 in a piece of work.
⬭	Punctuation error
//	New paragraph
editing	Pupil editing to be completed in either purple pen or colored pencil (not orange).