John Perry Primary School

Marking and Feedback Policy

This policy covers many articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

UNCRC Article 28 – Right to education: Marking and feedback promote access to effective education.

UNCRC Article 39 – Aims of education: Marking supports personal development, not just attainment.

Feedback is fair, inclusive, respectful, and focused on supporting every child's learning, development and wellbeing.

Last reviewed on: February 2026
Next review due by: February 2029

1. Introduction

At John Perry Primary School, we recognise the importance of verbal and/or written feedback as an integral part of the teaching, learning and assessment cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written feedback – or 'remote marking' - and of the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written feedback as a key contributing factor to workload. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- celebrate learning
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

The purpose of this policy is to make explicit how teaching staff give children verbal and written feedback at John Perry, so that it is consistent across the school. All members of staff are expected to be familiar with the policy and to apply it consistently.

2. Key Principles

Our policy on marking and feedback has at its core a number of principles. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons. Therefore:

- the sole focus of feedback and marking should be to further children's learning;
- feedback must have a clear focus, i.e. it must be based on progress towards the Learning Intention and/or Success Criteria
- in terms of workload, feedback must be manageable and sustainable; therefore, *as school policy, we aim to keep book-marking to a minimum and bring in-lesson feedback to the forefront*
- written comments should only be used where they are accessible to students according to age and ability;
- feedback, whether verbal or written, delivered closest to the point of action is most effective. As such feedback delivered in lessons:
- Is more effective than comments/remote marking provided at a later date.
- Can ease staff's workload
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress

3. Approaches to Feedback and Marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback or Assessment for Learning (AfL) – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Stages	What it looks like	Evidence
1. Immediate	Takes place in lessons with individuals or small groups Includes teacher-gathering of evidence e.g. work on mini whiteboards Often given verbally for immediate action May re-direct the focus of the teaching or task set May include annotations following our school's marking codes (VF) Any marking is completed alongside the children and is quick	Lesson observations Some evidence in books
2. Summary	Takes place at the end of a lesson or activity Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson. May take form of peer or self-assessment against an agreed set of criteria (green pen)	Lesson observations Book scrutiny
3. Review	Takes place away from the point of teaching Provides teachers with opportunities for assessment of understanding Involves the use of yellow highlighters to celebrate achievements in learning May involve written comments (in blue pen) for the pupils to respond to (in green pen) May lead to targets being set for pupils' future attention or immediate action Leads to adaptation of future lessons through planning, grouping or adaptation of the curriculum	Lesson observations Book scrutiny Adaptations to future teaching sequences Use of annotations to inform future groupings

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. *As a school, we place considerable emphasis on the provision of immediate feedback.* Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to establish the child's progress towards understanding the LI/SC and to further adapt teaching, if required. Excellent work, effort or contributions to the lesson should always be acknowledged with verbal praise, stickers or a Headteacher's award.

3.1 Verbal Feedback

Verbal feedback is extremely important and should be ongoing throughout lessons. It is important for all children to have verbal feedback from adults.

All children need verbal feedback, but this is particularly important in the Early Years and Key Stage 1 where children may be unable to respond to a written comment.

The adult giving feedback should record that verbal feedback has been given with the code VF. Immediate impact should be seen afterwards in the form of work corrected and improved by the child using a green pen.

4. Marking Expectations and Non-negotiable Procedures

Here are the minimum expectations for children to record work in books:

- Handwriting books: once a week
- Reading books: twice a week
- English and Maths books: at least three times a week
- Science, Humanities, Art and Design: every week
- Other curriculum areas where 'floorbooks' are used: refer to individual floorbook subject policies

Worksheets – **which should be kept to a minimum** - are to be trimmed and stuck neatly on the children's books.

All work will be acknowledged in some form by class teachers and this will be in blue ink. This may be through simple symbols such as ticks, dots or codes.

All marking and feedback will relate directly to the LI and SC; successes will be indicated by a tick ( ) and the use of yellow highlighters; areas for development will be indicated by a dot (o) and/or the code VF.

Children edit work, redraft or respond to teacher's marking using a green pen.

All pupils' work is to be at least 'light' marked by teachers with a tick and adult's initials.

All marking is to be done in clear legible handwriting aligned to the school handwriting script.

In Early Years and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see Appendix 1). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

Learning Support Assistants tick and initial work as well as writing (LSA) next to initials and indicate whether the child has been supported (S) or worked independently (I).

4.1 Basic skills:

All spelling, punctuation and grammar errors are not to be marked in every piece of written work but will be noted as a future teaching point.

- Spelling: there has to be a clear focus on the common exception words that children are expected to be able to spell by the end of Reception, Year 1, Year 2, Lower Key Stage 2 and Upper Key Stage 2 (see Appendix 4) together with the statutory

requirements in the English Appendix 1: Spelling document of the National Curriculum. A maximum of 3 spellings for each piece of work will be underlined

(unless there is a direct link with the learning intention) and the appropriate marking code (SP) will be written in the margin. Those three words will be written by the teacher at the bottom of the child's work or in the margin. Children will then copy each word three times. Incorrect spellings must be corrected in every subject (not just in English).

- Not all incorrect or missing punctuation will be corrected.
- Number and letter formation – up to a maximum of 3 incorrectly formed numbers or letters for each piece of work will be identified. Those three numbers or letters will be written by the teacher at the bottom of the child's work or in the margin. Children will then copy each number or letter three times. Incorrect number and letter formation must be corrected in every subject (not just in English).

5. Marking specific subjects/curriculum areas:

5.1 What feedback looks like in Reading, Writing, Science, History, Geography, Art & Design

Immediate feedback:

- Throughout the lesson, the teacher will assess children's progress and attainment through the use of questions and other assessment for learning strategies.
- As a result of assessment for learning, during Reading, Science, History, Geography, Art & Design lessons, the teacher will focus on a minimum of one table or 6 children during the independent task and provide them with verbal feedback. Verbal feedback is the primary method of feedback. The teacher will use the code VF as evidence of teacher input in order to correct or extent children's work. The child will then use a green pen to act on teacher's feedback. The teacher can also use ticks and dots as mentioned above.
- By the end of every half term, the teacher will have provided all children with verbal feedback at least once during Reading, Science, History, Geography and Art & Design lessons
- In Writing, and a result of assessment for learning, the teacher will focus on two tables (approximately 10 children) during the independent task and provide them with verbal feedback
- By the end of the week, the teacher will have provided *all* children with verbal feedback during **Writing** lessons (Reminder: children are expected to record writing during their English lessons at least 3 times per week) Summary feedback:
- During the activity and at the end of the lesson, the teacher will actively provide opportunities for evaluation of learning in the form of mini-plenaries or plenaries. •

  This may take form of peer or self-assessment by using the grid below Review feedback:

After the lesson, the teacher will assess understanding of the Learning Intention and/or Success Criteria. The teacher will select a table or a group of 6 children different to the ones assessed during the lesson and use ticks ( ) and a yellow highlighter and dots ( ) to identify

successes and areas for development, as much as possible linked to the L.I. or S.C.; the teacher will use a blue pen.

The rest of the books will be at least 'light' marked by teachers with a tick and adult's initials.

Basic skills (i.e. spellings, punctuation and number/letter formation) have to be corrected in all books as indicated above.

In all cases, the KS1 and KS2 marking codes are to be followed (see Appendix 1).

5.2 What feedback looks like Mathematics Immediate feedback: • Throughout the lesson, the teacher will assess children's progress and attainment through the use of questions and other assessment for learning strategies.

- The teacher will focus on approximately 10 children during the independent task and provide them with verbal feedback
- By the end of the week, the teacher will have provided *all* children with verbal feedback during **Maths** lessons (Reminder: children are expected to record Maths work in books at least 3 times per week) Summary feedback:
- During the activity and at the end of the lesson, the teacher will actively provide opportunities for evaluation of learning in the form of mini-plenaries or plenaries. • This may take form of peer or self-assessment by using the grid below Review feedback:

After the lesson, the teacher will assess understanding of the Learning Intention and/or Success Criteria. All answers in all books have to be checked and acknowledged using ticks or dots.

Basic skills (i.e. spellings, punctuation and number/letter formation) have to be corrected in all books as required.

5.3 Use of written comments

It is at the discretion of the class teacher to write down additional comments in order to acknowledge, clarify or extend the learning in all the curriculum areas mentioned above (see Appendix 3 for examples of comments). In this case, the comment will be written in clear, legible handwriting in adherence with the school's Handwriting Policy and in blue pen.

5.4 What feedback looks like in other subjects

Please refer to Floorbook Policies for expectations.

6. Responding to Marking:

Children have to be given time to read and respond to remote marking (i.e. basic skills, additional comments or incorrect answers). We do this to ensure that the time that our teachers spend marking really has an impact on the children's learning. Children's responses must be evident in all subjects and recorded in green pen.

7. Peer and Self-Assessment (mainly in KS2):

All children should be encouraged, where appropriate, to self-evaluate and to provide others with feedback, identifying what they have succeeded in and what they need to do to improve further. The children will do this using a green pen.

Peer and self-assessment can be completed using ticks, dots or by completing the peer and self-assessment table (see below), always using a green pen:

✓ **WWW (What Went Well)**	**EBI (Even Better If)** ➡
Assessed by:	

Children have to 'see' self and peer marking in action; therefore, this has to be modelled by the class teacher.

Ground rules should be agreed and adhered to (for instance, size of the ticks, dots next to incorrect answer and how to fill in the peer and self-assessment table).

Teachers should be conscious of checking the quality of peer/self-marking made by the children and address those areas which require further development.

8. Marking and Feedback in the Early Years Foundation Stage (EYFS):

Nursery and Reception:

EYFS use exercise books to record children's written work and observations.

In line with the rest of the school, marking codes and comments will be used to acknowledge children's work.

Reception:

Adult Led Activity books are used to record focused tasked completed with adult support.

If the child meets the learning objective it will be highlighted in yellow. Each piece of work will be next stepped using a blue highlighter to indicate what the child's next step is. Children will then complete their next step in pencil. At this stage of development, most next steps will consist of letter and number formation. As the year progresses and children begin to write sentences, codes, such as those used in the rest of the school, will be used to indicate the next step.

Alongside this marking, teachers may also annotate the child's speech (verbatim) to show understanding and learning.

Any verbal feedback given to the child will also be commented upon using a VF code.

The adult will always refer to the Learning Intention and show if the work completed is independent or supported but circling the corresponding letter I or S.

9. Supply cover:

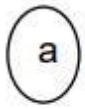
Agency supply teachers will be provided with a summary of the key points from this Marking and Feedback policy. Any work taught by a supply teacher should be initialled and acknowledged with an ST.

10. **Monitoring of Marking** Children's books will be monitored regularly and individual feedback will be provided by SLT, SMT, Teaching and Learning Leaders and Subject Leaders as part of their monitoring role.

Appendix 1 Marking Codes and Acronyms

KS1

(*Some of these codes will be used in Early Years)*



Capital letter



Finger space



Missing/Incorrect punctuation



Spelling mistake *(in the margin)*

^ **Missing word**



Correct answer

XXX **Evidence of success in learning**



Incorrect answer

VF **Verbal feedback** *(followed by child's response in green pen)*

I **Worked independently**

S **Supported by an adult**

KS2

○	**Missing/Incorrect punctuation**
SP	**Spelling mistake** *(in the margin)*
^	**Missing word**
//	**New paragraph needed**
✓	**Correct answer**
XXX	**Evidence of success in learning**
●	**Incorrect answer**
VF	**Verbal feedback** *((followed by child's response in green pen)*
I	**Worked independently**
S	**Supported by an adult**

Appendix 2

Peer and self-assessment table:

✓ WWW (What Went Well)	EBI (Even Better If) ➡
Assessed by:	

Appendix 3

ADDITIONAL WRITTEN COMMENTS:

- Can you explain what you have learnt?
- How did you know the answer couldn't be…?
- What would happen if…?
- How does this relate to what we did in (Science, English, Maths, etc) last week?
- Is there another way to make…?
- How else could you have…?
- Why did you…?
- How did you…?
- What was the most challenging part of the task? Why?
- When could you use what you have learnt today in real life?
- What else would you like to find out about…? How did you solve the problem?
- How do you know your answer is reasonable?
- What steps in the process are you most confident/least confident about? Is this always true, sometimes true or never true?

Encourage pupils to:

REFLECT **REASON**

RETELL **APPLY**

CONNECT **PREDICT** **EVALUATE** **EXPLAIN**

Appendix 4

List of common exception words that children are expected to be able to spell by the end of Reception, Year 1, Year 2, Lower Key Stage 2 and Upper Key Stage 2:

Reception:

I	you	the
go	day	of
come	was	we
went	look	this
up	are	dog

me	like	going
big	she	and
they	my	see
on	away	mum
it	at	play

no	yes	for
a	dad	can
he	am	all
is	can	get
said	to	in

Year 1:

the	we	pull
a	no	full
do	go	he
to	so	me
today	by	she
of	my	house
said	here	our
says	there	friend
are	where	school
were	love	put
was	come	push
is	some	you
his	one	your
has	once	they
I	ask	be

Year 2:

door
floor
poor
because
find
kind
mind
behind
child
children
wild
climb
most
only
both
old
cold
gold
hold
told
every

everybody
even
great
break
steak
pretty
beautiful
after
fast
last
past
father
class
grass
pass
plant
path
bath
hour
move
prove

improve
sure
sugar
eye
could
should
would
who
whole
any
many
clothes
busy
people
water
again
half
money
Mr
Mrs
parents

Year 3 and 4:

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Years 5 and 6:

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht