



Faith, Family and Fascination

Marking and Feedback Policy

Boutcher C.E. Primary School

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| Last reviewed during: | Autumn 2025 |
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| Next review due by: | Autumn 2026 |
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“Love one another. As I have loved you, so you must love one another.”
John 13:34

Intent

We believe that marking is the key to producing independent learners. Marking helps to raise attainment by celebrating the successful aspects of a child's work and also reminding them of the next step (what they need to do in order to progress) and provides the opportunity to identify misconceptions. Where work is marked, children are given opportunities to respond. Our marking aims to challenge the children, make them question, and to give them the skills needed to refine or correct their work. We prioritise verbal feedback through live marking.

Aims and Objectives

At Boutcher we aim to:

- check every piece of work before the next lesson
- support or challenge the pupils with our comments
- give opportunities for pupils to refine skills or processes
- address misconceptions
- celebrate success
- create an environment where mistakes are seen as opportunities to learn
- refer to individual targets and gaps in our feedback
- remind pupils of their next step and how to progress
- comment on presentation where necessary

Partnership with Parents

Parents are invited to read a selection of their children's books during parent open days. This is an opportunity for parents to read teachers' comments and support teachers in celebrating their child's success and see how they can help their child achieve their next target.

Children are encouraged to show their parents a successful piece of work and explain why it is successful; often teachers' comments help the pupils to articulate their success.

Equal Opportunity

We aim to promote equal opportunities and have high expectations of all pupils irrespective of age, race, gender, background, physical/sensory ability, intellect and special educational needs.

Marking is adapted according to the age and ability of the pupils. We have different methods of marking to ensure all pupils can access teachers' comments and understand where they have been successful.

We have high expectations of all our children and aim to overcome any potential barriers to their learning.

For further information please refer to the Equal Opportunities Policy

Special Educational Needs

Our marking is adapted according to the age and ability of the pupils. We believe all pupils need to access teachers' comments and understand where they have been successful and what the next step is in order to progress.

Teachers mark to the learning objective of the lesson and SEN Support Plan objectives where appropriate. TAs and LSAs are also expected to be aware of teachers' comments in order to support the pupils effectively. TAs and LSAs also contribute to marking by annotating work to show methods pupils' used and how independent they were when working.

For pupils exceeding expectations, they are also encouraged to contribute to marking by annotating their work to show methods they used and whether they feel they have achieved the learning objective.

All pupils are encouraged to self-assess their work using an age and ability appropriate method, often responding to a red comment and correcting errors.

For further information please refer to the Special Educational Needs Policy

Progression

Marking is completed by teachers using green and red ink. Children understand that green ink recognises a positive aspect of their work linked to the learning objective and that red ink identifies a point of development.

In Early Years Foundation Stage, guided work and independent work is labelled as 'S' (supported) or 'I' (independent) to indicate the child's application of learning and level of support needed. In English written work, the visual marking code is applied but often ticks are used to show good application of phonics or a good response. In Maths, correct answers are ticked and work is labelled as 'S' or 'I' to indicate guided work and the level of support given or level of independence. Whole class tasks, picture evidence and children's art and choosing activity tasks are shared in their learning journeys and the relevant class book for PSHE, RE, Understanding of the World or Expressive Arts and Design.

In Key Stage One, a more visual marking scheme is in place (*see appendix 1*). Teachers use green and red symbols to represent success and elements that need to be practised. All pupils are aware of the learning objectives and whether they have achieved them in a particular piece of work. Written comments or observations by the teacher are noted when explanations are needed to show how children accessed/completed the task. When children are supported by an adult, either 1:1 or in a small group, this is shown with an 'S' in a circle and often, teachers will write 'I' in a circle to highlight work that is completely independent.

Throughout Key Stage Two, symbols are used to highlight correct and/or incorrect use of punctuation, spellings, etc and to recognise good or poor presentation (*see appendix 2*). As well as this, children will sometimes receive written comments which refer to the learning objective of the lesson and the pupils' targets. Children in KS2 use a purple pen to respond to the marking, which makes it easily identifiable for teachers to check. They also use the purple pen for independent editing.

Across KS1 and KS2, verbal feedback is given where possible, which enables children to make immediate changes and improvements and can address any misconceptions and errors. Where verbal feedback has been given, a teacher will show this by writing 'VF' on the piece of work.

Monitoring

Monitoring of marking takes place through book scrutiny and as part of lesson observations. Subject coordinators monitor the marking for their subject and look for progression in marking, reference to targets (where appropriate) and comments encouraging pupils to think of the next step. Staff meetings also provide opportunities for teaching staff to share marking and engage in professional discussion.

Interventions

Interventions are implemented for a range of purposes. They may be delivered as a one-off session to support a child's understanding of a specific concept, or over a sustained period to secure learning or address identified gaps.

All interventions must be carefully planned and delivered with the same high expectations as whole-class teaching.

Every intervention session must be clearly recorded. Records must include the date, a summary of the learning focus, and identified next steps. All work completed during interventions must be marked in line with school policy. Next steps must be explicit, actionable, and communicated to the child so that they understand what they need to do to move their learning forward.

The adult delivering the intervention must ensure that these next steps are also communicated to the class teacher. Class teachers are responsible for being updated on intervention outcomes and must be consulted when determining and reviewing next steps, to ensure alignment with whole-class teaching and ongoing assessment.

Marking Expectations

Throughout Key Stage One and Two, it is expected that in all lessons there will be the opportunity for formative assessment before children complete independent work. This can be carried out by teachers and TAs and may include whiteboard work and oral responses as well as other ways. Feedback will be given individually and to the whole class to praise, to address misconceptions, to question and to challenge further.

During independent work, teachers and TAs circulate the classroom with the aim of giving 'live' feedback to as many children as possible. Teachers may identify individuals or groups to target in a lesson but will aim to provide as many children as possible with on-the-spot feedback in order to help support them to complete the rest of their work, addressing any discussion points.

Mini-plenaries are used regularly and teachers will use these opportunities to provide feedback to the whole class. Children may be asked to share work during mini plenaries or the teacher might provide feedback based on the work they have seen. These are opportunities to work through any difficulties or areas of learning the adults are noticing through their 'live' marking.

The marking and feedback expectations for each subject is as follows:

Guided Reading

During the lesson:

- Teaching staff circulate and provide live marking whilst work is being completed. Teachers and TAs assess children's work in relation to the content domain (the KS1 and KS2 reading skills) and verbal feedback is given to address misconceptions or to offer challenge.
- Where a child has fully met the reading skill, this should be double ticked with a green pen. Where children have partially met the reading skill or support was needed, one tick will be given.
- 'S' is recorded for children who had a 1:1 or worked in a guided group in order to help them achieve the learning.
- VF may be written in the child's book where discussion has taken place.
- Questions may be written by an adult to further clarify or support a child's understanding or address misconceptions, if needed.

After the lesson:

- Teachers should focus on looking for the key skills in relation to the content domain having been met for all children. Where a child has fully met the reading skill, this should be double ticked with a green pen. Where children have partially met the reading skill or support was needed, one tick will be given. If a child does not meet or demonstrate that they are working towards the content domain reading skill, this will be addressed.
- Poor handwriting and presentation should be addressed where necessary. Teachers may also comment positively on these with a green pen.

Writing

During the lesson:

- In Key Stage One and Key Stage Two, teachers and teaching assistants circulate and provide live marking whilst work is being completed. They assess children's work in relation to the learning objective and verbal feedback is given to address misconceptions, support use of key skills or to offer challenge.
- Where a child is demonstrating that they are meeting the learning objective, the word, phrase or sentence should be double ticked with a green pen. When a skill has been met multiple times, the teacher may choose not to tick/ mark it out every time.

Key Stage One

- The visual marking code is used in red and green pen to identify good areas and areas of development or mistakes.
- After verbal feedback has been given, VF should be written in the child's book and where relevant, a comment written indicating the discussion had (e.g. use of adjective).
- Where children struggle to communicate their ideas or it is hard to mediate without discussion, a teacher or TA will often quote a child's words or write what the child intended to convey.

Key Stage Two

- Handwriting and some spelling mistakes (for example, statutory spellings, topic specific words and words related to the text) should be discussed with children. They will be encouraged to use word banks given and a dictionary to check some spelling errors. The number of spelling mistakes addressed will be at the discretion of the teacher.
- After verbal feedback has been given, VF should be written in the child's book by the relevant work looked at, this will also be indicated in the margin with arrows to make it clear.
- Children will make corrections and edit their work with a purple pen.

After the lesson:

Key Stage One

- Any children who didn't receive verbal feedback (through live marking) in the lesson should have their books marked. The teacher will use the marking code in the same way as during the lesson.
- Teachers will often annotate work to decipher meaning (quoting what the child intended to write)

Key Stage Two

- Any children who didn't receive verbal feedback (through live marking) in the lesson should have a section of their books marked. The teacher will use their judgement to identify the area that will best demonstrate the learning objective or identified skill. From time to time, children may indicate the area they would like feedback on. This could be to demonstrate the application of skills they feel most proud of or a section they would like further support with. The appropriate marking code should be followed.
- Handwriting and some spelling mistakes (for example, statutory spellings, topic specific words and words related to the text) should be identified within the marked section. The number of

spelling mistakes addressed will be at the discretion of the teacher. Teachers may also comment positively on these with a green pen.

- Children should be given time to respond to the marking in purple pen.
- In Key Stage One and Key Stage Two, in the same way as with live marking, where a child has met the learning objective, the word, phrase or sentence should be ticked with a green pen. When a skill has been met multiple times, the teacher may choose not to tick / mark it out every time.
- When teachers feel that there are frequent spelling errors or misuse of grammar and punctuation they will compile whole class feedback. This does not need to be formally recorded however; teachers are encouraged to provide this feedback at the start of the next lesson (often on the first slide) or at a more appropriate time in or outside of a writing lesson.
- From time to time, teachers or TAs may give more detailed feedback on an individual basis.

Maths

Maths No Problem

During the Lesson:

- In MNP lessons, during 'Explore' and 'Guided Practice' children complete tasks on a whiteboard unless it isn't appropriate. When the children are completing tasks, staff will give verbal feedback. Sometimes it may be more beneficial for TAs to work through the examples to give them the confidence to support children in their independent work. At the end of tasks, all children share their answers.
- The teaching that follows will be responsive to the formative assessment.
- Children ready to move on complete their workbooks.
- It is good practice for teachers to provide TAs with answer sheets.
- When completing MNP pages, children are expected to attempt these independently. Teaching staff will circulate the class and provide feedback on misconceptions to children whilst completing the work and provide further support where needed. Staff will respond to children's work using the Maths Marking Code (*see Appendix 3*).
- At the end of each lesson, the teacher will provide the answers for worksheets and children will self-mark their work using a purple pen. In KS1, the teacher may choose to mark the children's work.

After the Lesson:

- Teachers should check MNP workbooks at the end of each lesson to ensure that children have marked their work correctly and corrected any mistakes. All assessed work should be marked with an 'A' to indicate the teacher has assessed the child's understanding.
- Where significant misconceptions are identified, teachers will either provide additional teaching to the whole class to address the misconception in the following lesson or when necessary, provide a small group intervention. Often children will be given the opportunity to correct a mistake in purple pen.

5-a-day

- Children will self-mark their work with the teacher demonstrating methods to answers for each question. At the end of the input, children should be given the chance to make corrections.
- At the end of the session, teachers and TAs should check the 5-a-day and provide additional teaching through either an intervention or whole class teaching as necessary.
- In Year 1, 5-a-days are completed on whiteboards and therefore feedback will be verbal.

Foundation Subjects

This includes RE, Science and Theme.

During the lesson:

- Teaching staff and TAs circulate and provide live marking whilst work is being completed. They assess children's work in relation to the learning objective and verbal feedback is given to address misconceptions or to offer challenge.
- Where a child has met the learning objective, the work should be ticked with a green pen.
- Incorrect work and misconceptions should be marked with a red pen and discussed with the child.
- In KS1, some topic words may be underlined or identified so children can use word banks or topic cover sheets to help support the spelling of these accurately.
- In KS2, handwriting and spelling mistakes (particularly statutory spellings and topic specific words) should be addressed and discussed with children.
- In KS2 children will make corrections and edit their work with a purple pen where mistakes, corrections or misconceptions are addressed.














After the lesson:

- Any children who didn't receive verbal feedback in the lesson should have their books looked at.
- Teachers should focus on looking for the key skills listed on the lesson's learning objective having been met. Where a child has met the learning objective, the work should be double ticked with a green pen.
- Poor handwriting, presentation and some spelling mistakes should be addressed with a red pen. Teachers may also comment positively on these with a green pen.
- The marking code may be followed for longer written pieces.
- If there are common misconceptions and errors, teachers will compile whole class feedback. This does not need to be formally recorded however teachers are expected to provide this feedback at the start of the next lesson and are encouraged to include it on a slide. Children should be given time to respond to feedback.





PSHE







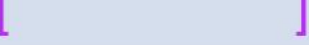




- Teachers are expected to read children's work the same day.
- Teachers are not to mark children's work as we do not want children to think that there is a correct answer as PSHE journals are for children to record their thoughts and feelings. Teachers will initial work to acknowledge it.
- Where a follow up conversation is needed, teachers will use a sticker to show this. Any concerns will be followed up (see the safeguarding policy).

English Marking Code- KS1










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|---|--|
|  | Good word, idea or sentence used. |
|  | Correct use of a full stop. |
|  | Incorrect use of a full stop. |
|  | Correct use of a capital letter. |
|  | Incorrect use of a capital letter. |
|  | Good use of finger spaces. |
|  | Remember to use finger spaces. |
|  | Your work is presented neatly. |
|  | Handwriting needs to improve. Teacher may write out or choose a sentence for child to copy out neatly. |
|  | Good use of HFW spelling in your writing. |
|  | Go back and look at your high frequency spelling that is underlined. Write the correct spelling 3 times. |
|  | New line or paragraph needed here |
|  | Verbal feedback given in lesson or afterwards- brief note may be given about the focus or points discussed |

KS2 Marking and Feedback Code

| Code | Meaning |
|---|--|
|  | Evidence of success criteria used. Great work! |
|  | You have used punctuation correctly. |
|  | Your handwriting is neat. |
| VF | Verbal feedback given. |
| WCF | Whole class feedback given. |
| CS | You have read your work aloud to your class and teacher and feedback has been given. (class share) |
|  | You have received feedback on this section of your work. |

| | |
|---|--|
|  | Correct the spelling. |
|  | Correct the punctuation. |
|   | Correct the tense. |
|   | Up level your vocabulary. |
|   | Correct this so that it makes sense. |
|  | New paragraph needed. |
|  | Add in the missing word. |
|  | Improve the presentation of your work. |

Maths Marking Code

| | |
|---|---|
|  | Correct (marked by an adult) |
|  | Correct (self-assessed – marked by child) |
|  | Incorrect (go back and check) |
|  | Neat presentation. |
|  | Presentation needs to improve. |
|  | The number is the wrong way round. |
|  | Reminder- one digit in a square. |
|  | Verbal feedback given in lesson or afterwards-brief note may be given |
|  | Assessed (an adult has checked your work) |