Monks Risborough
Church of England Primary School
'A school family where everyone thrives in every way.'

Marking and Feedback Policy

The policy was reviewed Autumn 2025

The policy will be reviewed Autumn 2026

Signed ……. Chair of Governor

Introduction:
This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Monks Risborough CE Primary School.

Rationale:

Monks Risborough Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process of improving their work. Research shows that marking is an important factor in pupil learning, so this policy is crucial for Monks Risborough CE Primary School.

Aims

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 self-esteem and aspirations, through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning, and what the next steps are;
- 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 and inform individual tracking of progress;
- Provide the ongoing assessment that should inform future lesson-planning.

Principles of marking and feedback

The school has a standardised approach to the marking and feedback of all pieces of work - live marking.
Staff will use the 'marking key' which is displayed in classrooms.

Teachers will organise their classes so that all adults are working with a guided group throughout the lesson. Other children in class will be working alone, in pairs or in groups, independently of an adult. All 'good' assessment for learning practice remains in place during lesson times, e.g. self and peer assessment, use of success criteria, mid-plenaries etc. When children have worked in a guided group, this should be signified with a TT (in green pen for teachers and red pen for TAs) at the top of the page.

During the guided session, adults may annotate children's books to reflect their intervention where it is useful or relevant. Annotations will take the form of modelling, prompting and correcting. Adults will put their initials at the bottom of the child's finished

piece of work. No marking will be required of this work, as feedback will have been given throughout the group work.

For children who have worked independently, marking will be done in the following way using any of these three possible actions:

1. Acknowledge and stamp the book with the green star. Upon checking a child's book the teacher reaches the conclusion that they have met the learning objective and the outcome meets their expectation.

2. Minor corrections and stamps with green stars. Upon checking a child's book the teacher reaches the conclusion that they have met the learning objective and the outcome meets their expectation but there are some minor errors that require corrections.
Minor errors include-
· An error that is otherwise used correctly throughout the work or in previous pieces- e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
· A transcription error- e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
· An incorrect answer amongst a range of correct answers that demonstrate that a child has understood a concept- e.g. a calculation error, missing a unit of measure from an answer etc.
· An odd spelling mistake that should be within the child's expected realm of spelling capability –e.g. high frequency words, the appropriate homophone etc. Minor corrections should be a mistake that the child should see and think "oh yes I missed that" rather than, "oh, I didn't know that".

3. Feedback required, use the purple star stamp and the distance marking sheet.
Upon checking a child's book the teacher sees something that they didn't expect and reaches the conclusion that the child needs feedback. Feedback will predominantly involve further teaching, guidance or support but may involve setting further challenges or celebrating and sharing excellent achievement. Marking by teachers will be done in a green pen for a positive comment or minor correction. When there needs to be specific feedback given it should be recorded on the distance marking sheet and inform future teacher time.
Teachers will:
· allow specific time for children to read, reflect and respond to marking
· respond to individual learning needs, mark face–to–face with some and at a distance for others
· use assessment and marking to inform future planning and individual target setting
· prompt pupils- identify one key feature which the pupil needs to develop and say how
· provide opportunities for misconceptions to be corrected during 1:1 or group sessions in interventions or in the next lesson
· consider if a 'Power of Yet' target needs to be set, giving children a specific target to focus on.

Distance Marking

Distance marking takes place on the distance marking sheet. The distance marking sheet is a record of teachers' evaluations when 'checking' the books of children who have worked independently of an adult and is a running record of Assessment for Learning.

This sheet will be completed daily and must include the date to support monitoring and evaluation. It identifies: work to praise and share, children who need further support, identifies presentation/basic skill errors, misconceptions and next lesson notes and 'Power of Yet' targets set.

At the end of each week, this is filed alongside the weekly planning- to take account of any aspects that require follow up in the next week. Marking and Feedback will:

- take full account of pupils' specific learning difficulties
- relate to learning intentions, which will be shared with the children
- give children opportunities to become aware of and reflect on their learning needs
- give recognition and appropriate praise for achievement
- give clear strategies for improvement
- identify misconceptions and allow the teacher change these

Self and peer assessment

Self-assessment and peer assessment by pupils should take on an important role in the marking process. Teachers and pupils should develop success criteria together so clear expectations are set at the beginning of the lesson. At times, teachers may feel it is appropriate to give children a marking ladder in order to self or peer assess the work. Purple pens will be used by children for their own marking/peer assessment or feedback to marking. The children use the symbols explained in the 'marking key' in their work.