



Marking and Feedback Policy

UN Rights of the Child Articles relevant to this policy

Article 28: (Right to education): All children have the right to a primary education, which should be free. Children's education should develop each child's personality, talents and abilities to the fullest.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Policy last ratified and adopted	March 2025
Policy due for review	March 2028

Rationale

At Colindale, we recognise the importance of marking and feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. Research shows that effective feedback should be:

- **Motivating:** marking should help to motivate pupils to progress and take ownership of their learning.
- **Meaningful:** marking should vary by age group, subject and what works best for the pupil.
- **Manageable:** marking practice should be proportionate, so that teacher's time is used efficiently to maximise learning.

Key Principles

Our policy has at its core a number of principles:

- The sole focus of marking and feedback should be to further pupil's learning.
- Marking and feedback should empower pupils to take responsibility for improving their own work.
- Pupils should have ownership of their own books.
- Pupils should receive feedback either within the lesson itself or in the next appropriate lesson.
- Marking and 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.
- Feedback should be specific, accurate and clear.
- Feedback should encourage and support further learning.
- Feedback should put the onus on students to correct their own mistakes, rather than providing correct answers for them, so they become more independent learners.
- The teacher should be alert to misconceptions and gaps in learning, so that they can address these in plenaries or subsequent lessons.
- Feedback will be respectful of the efforts made, celebrate success and encourage pupils to have pride in their achievements.
- Pupils will be encouraged to have high expectations of their work, so they achieve their best.
- Through positive feedback pupils will develop their resilience and growth mindset skills towards their learning.

Feedback 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 four common stages in the learning process:

1. **Immediate feedback** – at the point of teaching.
2. **Plenary feedback** - at the end of a lesson/task.
3. **After the lesson** – looking through children's books.
4. **Next lesson** – further teaching having reflected on previous learning.

1. Immediate Feedback

Takes place in lessons with individuals or small groups, often verbally, by all adults supporting teaching in the class. This will be evidenced by adults indicating errors in green pen according to the relevant marking code (if appropriate) and pupils editing their work in purple pen. Teachers can put a green tick at the end of a section of writing that they have read with a child, as a record of their interaction.

2. Plenary feedback

This takes place during a lesson or at the end of a lesson or activity and will involve groups or the whole class and maybe the use of a visualiser. It provides an opportunity to evaluate the children's learning or to consolidate prior teaching. Following this, pupils may use purple pen to correct or improve, or continue their work in pencil or blue pen (as appropriate).

3. After the lesson

After the lesson teacher time is spent efficiently by looking at pupils' work, noting any common mistakes or misunderstandings and checking their use of purple pens. If necessary, staff should use the appropriate marking code to indicate errors and revisions that need to be made by individual pupils. Plans for the following day may then be adapted to meet the needs of the children for the following lesson or lessons and focused conference sessions planned for individual pupils or small groups.

4. Next Lesson

After looking at books, it may be that the following lesson or lessons need to be adapted to meet the needs of the children – see 'Feedback in writing'

Feedback in EYFS

In the early years, adults observe children within their free play. When appropriate, adults should interact and scaffold the children's learning through questioning or by extending their self-initiated activities. Adults will also provide adult led focus activities. In both child self-initiated and adult led activities, instant verbal feedback will be given. Adults will also collect pieces of work. Observations and next steps are then fed into the following days planning.

Marking Code (Writing)

Each phase from year 1 upwards has an agreed marking code that staff will use to indicate errors or improvements in writing that need to be made to an individual child's work. These should be displayed on the working wall, with smaller copies available to the children at their tables.

Staff should consider the best place to indicate errors in the child's book – it could be above the error, in the margin on the same line as the error or generally underneath a piece of writing. This depends on the child's ability to understand the aspects of the marking code and to identify where the error lies. Reference should be made to the 'Feedback Triangle' below to assess the level of input an individual child requires.

As children become more independent and adept at proofreading and editing, the marking code may no longer be required for individual pupils. As far as possible, pupils should correct their own errors and improve their work independently using their purple pen.

Towards the end of year 6 (from Spring half term at the latest), children likely to achieve 'expected' and above, need to demonstrate that they can make corrections independently, prior to their end of key stage writing assessment.

Rewarding good work

Work can be marked by the teacher with a smiley face stamp.
Outstanding work can be marked with a star stamp.

Pupil Conferencing

C (meaning conference) is used to show that staff have had a short 1 to 1 discussion with a child to indicate errors and/or potential improvements that the pupil has been unable to identify

themselves. This includes showing them, as well as hints, prompts and clues (to an individual) that indicate to the child that they need to make some changes. Changes made by the child would be in purple pen.

Use of staff initials

Staff should initial a piece of work when a greater level of support is given to a child who needs this in order to be successful in that lesson. This could include the class teacher if they identify an individual or small group they want to support closely during a lesson. This also includes support staff who are timetabled to work closely with individuals and small groups at various times during the week. (It is not necessary for class teachers or TAs that habitually work in a class during writing lessons (e.g. KS1 TAs) to initial the work of all the children they work with, unless the above applies.)

Use of Purple Pens

All corrections directed by staff must be made by pupils in purple pen. This enables the teacher to see whether the child has understood how to correct or improve their work.

Staff direction includes:

- responding to marking codes indicated in their books in green pen by the teacher
- following whole class input in relation to editing or redrafting
- after a conference has taken place with an individual child

If the child is in the process of writing independently, or the class has been asked to check through their work, corrections and additions should be made using their usual pen or pencil, since these are self-directed.

Feedback in writing

There are different ways of teaching children to improve writing (proof reading, editing and re-drafting):

1. The teacher shows a good example of a piece of work completed by a pupil. The teacher highlights the good aspects of the work to the whole class e.g. descriptive language or perfect punctuation using a visualiser. The class then spends time improving their work based on what they have learned using their purple pen.
2. The teacher shows an anonymised piece of work or a piece they have written that needs some improvement. They model how to correct mistakes and make improvements in front of the class, for example, using a visualiser or white board. The class then spends time proof reading and editing their work with their purple pen based on what they have learned.
3. The teacher models a piece of writing to show pupils specific skills that they want them to use in their writing. Pupils only then use a purple pen if they are correcting previous work; if not they continue to write using their pencil or blue pen.

Feedback in Maths

KS1

In KS1 WALT labels are used in maths and these will be triangled by staff at the end of the lesson as shown below in green pen:

△ = fully understood, ∧ = partially understood / = not understood

Errors are marked with a green dot and an arrow and line drawn to show where second try should be written – children use a pencil or purple pen (when they are ready to).

KS2

In KS2 children generally mark their own work. Errors are indicated by the teacher with a green dot. Rubbers are not allowed to be used, other than for drawing, since errors made show the process that the children have used and provide assessment information.

Pupils can give themselves a purple tick for correct work in any subject ✓

Good work in both KS1 & 2 is acknowledged with smiley and star stamps as detailed above

The Feedback Triangle

