



Race Leys
Junior School

Marking and Feedback

Review Due: September 2027

Reviewed Annually

Introduction

At Race Leys Junior School, we believe that the marking of work gives value and purpose to the work undertaken by the child. We mark children's work to enable them to acknowledge their successes of what they have done well and provide them with the opportunity to understand how to further improve their work. Current educational research indicates that feedback is universally recognised as the most powerful moderator that enhances achievement. Studies frequently estimate that the impact of timely and targeted feedback on learning surpasses that of any intervention.

We believe that marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. Marking also provides the teacher with evidence about the child's progress and attainment in any lesson. Self and peer marking also play an important part in this process.

Marking and feedback should, preferably, take place as the work is being done or as soon as possible after the work has been completed. Marking is needed to ensure that the child makes as much progress as possible and that no time is lost due to lack of understanding. As marking is diagnostic, it informs the teacher and influences the content of following lessons. It is needed to adapt lesson plans, to accommodate revision of concepts and/or skills, or to change the level of challenge.

Feedback is given in the following ways:

- Immediate verbal feedback; personal and bespoke to individuals, groups or whole class.
- Prompts rather than explicit instructions; to encourage children to think for themselves.
- Partner feedback – sharing ideas, marking in pairs providing verbal prompts of successes and improvements to be made.
- Positive feedback – to encourage and motivate children – either on a 1:1 basis, in groups or in whole class scenarios.
- Whole group/small groups/class purple pen modelling/discussions.
- Mini plenaries for either groups or whole classes.
- Partner work – shared writing ideas, feeding back to each other.
- Class discussions – peer assessment through the use of the visualiser etc.
- Interventions whenever needed.
- Monitoring conversations – discussing progress, things which are tricky etc.
- Talking during lessons regarding progress and next steps.
- Praise in class – focusing on the positive elements and supportive next steps.
- Modelling – sharing good practice and discussing why it's good.

Aims

- To aid planning through formative assessment.
- To provide next steps for learning.

Marking and Feedback

- To identify areas not met.
- To reward effort.
- To provide information for children and adults (parents, teachers, teaching assistants).

Management

- Children have the marking procedures explained to them clearly.
- Staff understand that all work is marked each session and by the end of the day. Children respond to marking by improving English and Maths work when required.
- Purple pens are used by children to improve work. These improvements are also monitored and assessed by teachers.
- Adults who are covering lessons are expected to acknowledge work and identify basic corrections when covering lessons.
- Adults will use symbols to indicate if they have additionally supported a child within a piece of work – TS for teacher support, TA for teaching assistant support. If there is no support symbol present, the work has been completed independently.

All teachers plan for individuals and groups (for example: Pupil Premium, SEND) and consider different starting points, learning styles and needs.

Equal Opportunities

We provide equality of access to all aspects of the curriculum, irrespective of race, gender, age or ability.

The following marking and feedback strategies are used across the school:

1. Summative feedback and marking

This usually consists of ticks and dots (instead of crosses for errors) and is associated with closed tasks or exercises. Wherever possible, children should self-mark (purple pen) or the work should be marked as a class or group. Where work has not been successful at all, rather than dotting lots of answers, a pink comment should be written and further assistance given.

2. Formative feedback and marking with some pieces of work judged to require and receive quality marking

Formative feedback is the most important type of assessment used with the children as it is assessment for learning. Formative feedback informs the children about what they have achieved and what they need to do in order to achieve further. This can be done during a lesson, to a whole class, groups or individually as required to move the children on in their learning. This links to strategies 3 and 4.

3. Verbal feedback

It is recognised that verbal feedback is a vital tool in raising achievement. It must be given in a calm, uninterrupted environment where the children feel secure. Verbal feedback should be tailored to the individual child or group of children. Verbal

feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond. Feedback should focus primarily on issues linked to the learning intentions and secondly, as a low priority, about other issues or features of the work. Verbal feedback should be given as a 'Feedback Sandwich':

- Opening – tell the child something positive about their work/get the child to tell you something that they think is good.
- Correction – give a correction/ask the children to identify something against the success criteria.
- Closing – be positive, focus on the improvement of the child's work, be clear in setting a relevant and attainable target for the next piece of work.

When using this strategy, time should be planned into a session so that it is not rushed.

4. Paired feedback (including dialogues)

Before the end of lessons children should sometimes be asked to share their work with their peers. With the class, the following points need to be developed by the teacher:

- Ground rules (e.g. listening, interruptions, respect) need to be decided on.
- Children need training to do this through modelling with the whole class, watching paired marking in action.
- It is always best to start by looking for the positive achievements in a piece of work and then see if there is an area where improvement can be made. Time for this could be given immediately for the pair to work on improvement.
- Pairs need to be based on trust.

5. Secretarial features – spelling, punctuation, grammar and presentation

Feedback is only given about those things that children have been asked to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked. When work is finished, children should be encouraged to check through their work for things that they know they are doing wrong. When children are checking through their work, they should be encouraged to use the agreed editing symbols to correct their work:

SP – spelling

P - punctuation

CL – capital letter

^ - Something is missing – a word/letter etc

// - new paragraph

T – tense

U- underline

The teacher will not check spelling errors unless it is not clear what the word is meant to say, or it was a target for the child to spell that word correctly. Children may be asked to check a maximum of three spellings on a piece of work. Marking spelling errors is only of value to the pupil if it will lead to the word being correctly spelt next time. Where there are technical words used for a subject it would be the normal practice to have these displayed for the children in the classroom.

Organisation of Marking and Feedback

1. The initial 5-10 minutes of a lesson should, wherever possible, be designed for reflection and used to check on individual understanding of the marking and enable them to respond to it or work on it. Occasionally, this might be done in discussion with a talk/writing partner. Whole or parts of lessons may be planned in order to teach the skills required to do this effectively. Where the child has responded in purple pen, the teacher must acknowledge this.
2. Wherever possible, children should be encouraged to self-mark in order to improve their own self-assessment and awareness of their knowledge, learning style and recording skills.
3. Time should be set aside to go through work and mark as a class, wherever appropriate and possible.
4. Wherever class discussion takes place, feedback is given orally. Notes might also be necessary to inform future planning as a result of the discussion findings.
5. It is important to be flexible about feedback. It is necessary but should depend upon the nature of the task and the time available.
6. Marking should be neat, legible and in pink and green pen.
7. When using AI (Gemini) to produce marking suggestions, it is essential that this is checked thoroughly and is appropriate for the lesson and year group. To create the question, staff members must follow the GST AI guidelines.

English

In extended and assessed writing, a success criteria will be used by the children. Pupils and staff can then mark against this and use a green highlighter to underline any demonstration of the success criteria within the writing. In Year 6, the teacher will identify these features in the margin in green pen.

For extended writing, the expectation is that a diagnostic comment (pink pen) will constitute an actionable instruction for the child to edit and improve their work (with the exception of Year 6 for moderation purposes). This may address a missing element from the success criteria or a required part of the editing and proof-reading process. If all criteria are met (indicated by green highlighting), the pink comment should identify a next-step challenge for improvement.

For dedicated spelling lessons (one per week), students will self-mark their work using the designated response ink, negating the requirement for the teacher to write a diagnostic comment.

For the other two English lessons, teachers will provide a diagnostic comment (pink pen): one lesson may use a differentiated sticker, while the other will use a clear instructional prompt, e.g., "Uplevel this sentence"; "Can you incorporate a fronted adverbial?" Alternatively, the teacher may ask the child to identify a utilized feature, e.g., "Underline where you have used an adjective/parenthesis/simile (dependent on the success criteria)." During light marking, a comment referencing the Learning Intention is provided based on the student's use of specific symbols.

Maths

- A green pen is used to validate all correct aspects of work.

Marking and Feedback

- Live marking must be completed throughout every lesson to facilitate ongoing assessment
- A pink pen is used to show the point at which the child has made an error.
- Dots, rather than crosses, are used to mark incorrect work.
- A pink comment can be used as a challenge to further enhance learning if there are no pink corrections.
- Children are expected to move onto the next level of challenge to deepen their understanding
- If there are misconceptions, a pink comment can be used to address this.
- The use of worksheets should be minimized where possible. Where their use is necessary, they must be presented neatly, trimmed and securely affixed.

Topic/Foundation Subjects

Work during topic and foundation subject lessons will always be acknowledged.

The marking may include:

- Highlighting achievement of the L.I.
- Praise, including stamps or stickers.
- Addressing misconceptions where appropriate
- All foundations subjects must be marked by the end of the day

Showing where verbal feedback has been given, assessment for learning in these foundation subjects will take place throughout the teaching sessions and this, combined with the marking, will inform further planning.

The exception is for extended writing that takes place outside the English lessons, e.g. during topic work, which should be marked to the same expectations as English work (See above).

Online Work

Lessons and activities that are more practical in nature will often be photographed or recorded and posted onto Seesaw, our online learning platform.

When this happens, the expectation is that staff will print the quick response (QR) code and stick this in books to indicate that the work has been captured. Children will then summarise and assess their learning during this activity.

Presentation Expectations:

- Pencil to be mandatory for all maths work.
- Pencil to be used for English and Foundation Subjects until a child's handwriting is deemed neat enough for them to use a handwriting pen.
- Underlining, lines for labelling and drawing should be in pencil and a ruler should be used.
- The date must be written at the top left-hand side of every piece of work; the long date for English and foundation subjects e.g. Wednesday 5th November 2025 and the short date for maths e.g. 05/11/2025
- Work is presented against the margin. In maths books, children draw a margin that is approximately two squares wide.

Non-negotiables:

- All work must be marked with a highlighter to ensure clear marking has been carried out.
- Staff must follow the use of coloured pens for the different elements directed within this policy.
- Pupils must respond in purple pen.
- At the start of each unit of learning, children will record down what they already know about the new topic. At the end of each unit of learning, children will return to this and record down what they now know. This will provide the opportunity for children to review their learning whilst assessing their understanding.
- Children must record the designated level of differentiated challenge they are attempting, utilizing the following abbreviations: MP (More Practice), JI (Jumping In), and DD (Diving Deeper). Through the continuous support of teacher assessment, students are encouraged to progress sequentially through these challenge levels to ensure consistent exposure to increasingly rigorous content. This expectation may be adapted in English depending on the specific lesson objective and task structure.
- Teachers to assess the LI by carrying out the following:
 - One green tick for Working Towards the LI
 - Two green ticks for Securing the LI
 - Three green ticks for Exceeding the LI
- Feedback will be monitored during staff meetings or SLT meetings.
- Feedback will also be monitored on a more formal basis through book trawls completed by SLT, the GST and subject leaders.
- For further support, see Annex A Exemplar Specification

Monitoring and Review:

The implementation of this policy will be checked as work is monitored across the school. The policy will be reviewed every two years, unless it is necessary to amend it before then.