

CLOCKHOUSE PRIMARY SCHOOL



Marking and Feedback Policy

Mission Statement

Our School – A family and a home for everyone

Working and Learning together to be the best that we can be

Our Vision

We are not just a school, we are home!

We lay the foundations for each individual's future and for dreams to be fulfilled - whatever they may be.

No two bricks are the same but are accepted for their uniqueness and are placed in their own special way to meet their needs.

The cement bonds us together as a family to keep us strong, stable and safe.

We are all safe and happy under one roof, we are protected from the elements and prepared to weather every storm.

The key to success unlocks the door to future achievements unseen before.

The windows show us the reflections of our future self as ready, respectful and responsible adults.

Collaboratively, together our home is decorated with challenge and the rooms are furnished with fun.

All around, a variety of trees grow naturally from the seed of success, with nurture and care anything is possible.

So we are not just a school, we are a home that provides a champion for all as well as timeless experiences and skills for a brighter future.

And that is why we are called Clockhouse.

Ring the bell, we're always here!

School Aims

- To enable all children, members of the school community and the wider community to contribute to school life.
- To promote high standards and provide opportunities for all to achieve their full potential.
- To encourage a sense of self-worth and confidence empowering children to fulfil a contributing role in society.
- To create a diverse and challenging learning environment in which children are cared for and feel safe.
- To provide leadership and management which focuses on raising standards and promoting the personal development and well-being of all members of the school community.

Purpose of the Policy

The purpose of this policy is to make explicit how staff mark children's work and provide feedback. All members of staff are expected to follow what is stated within the policy.

It is vital to provide constructive feedback to all children, focusing on success and improvement needs against learning objectives and success criteria (Steps to Success). This enables children to become reflective learners and supports them in closing the gap between what they can currently do and what they need to be able to do.

Principles guiding the school's approach to Marking:

Marking and feedback should:

- be manageable for teachers and accessible to all children regardless of ethnic background or learning need
- be positive and purposeful
- relate to the learning objective / steps to success and comment on previous attainment within the context of the learning objective / curricular layered target

No tick through Learning Objective	✓ through Learning Objective	✓✓ though Learning Objective
LO not achieved	LO partly archived	LO fully achieved

- give recognition and praise for achievement and clear strategies for improvement
- identify whether or not the work was carried out independently or with support
- allow specific time for children to read, reflect and respond to marking
- be carried out before the work is returned to the child
- respond to individual learning needs e.g. marking face to face with some and at a distance with others
- inform future planning and target setting
- use consistent codes across the school (which is shared with all children at the beginning of the year)

✓	Correct	.	full stop needed
•	incorrect, check	VF	Verbal Feedback
?	Check for sense	//	new paragraph needed
(i)	independent work	^	Word omitted
(ws)	With support	*	better word needed
(wss)	With some support	C	capital letter needed

- ultimately be seen by children as a positive approach to improving their learning

Marking children's work:

Children's work needs to be marked in green. When conducting marking positives and improvement areas will be marked in green. Comments should include reference to the child by name and staff handwriting must reflect the school's Handwriting Policy.

The school makes use of three forms of marking/feedback:

- **Verbal Feedback**

We recognise the importance of children receiving verbal feedback. The adult will talk to the child about how they have met the learning objective and where necessary question individuals. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and where necessary annotated.

Children of all ages should be provided with oral feedback but this is particularly important in the Early Years Foundation Stage and Key Stage 1 where children may be unable to read a written comment. The teacher will record this as 'VF'.

- **Summative Feedback / Marking**

This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

- **Formative Feedback / Marking**

Not all pieces of work are In-depth marked. Extended writing pieces must be in-depth marked. Other In-depth marking should be carried out at the discretion of the Year Group and should be agreed upon with year group colleagues.

In-depth Marking:

This is used when a child has produced a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning objective and improvement needs.

When In-depth Marking teachers:

- read the entire piece of work.
- identify where the child has met the learning objective
- identify an aspect of the work which could be improved in green.
- provide a focused comment including successes and an area for improvement which should help the child to 'close the gap' between what they have achieved and what they could have achieved.

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, time is planned in a future lesson for children to respond to the marking and feedback provided. This is then checked by the teacher to avoid further misconceptions being established.

Children evaluating their own learning:

We believe that Assessment for Learning is central to the progress children make. As a result, where appropriate, children should be provided with the opportunity to mark their own work against the learning objective including making comments.

Correcting Spelling, Punctuation and Grammar:

Children should always be reminded to check their work prior to it being marked.

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point. However, where punctuation, grammar or spelling is a curricular target then children will be expected to attempt to meet their current target and meet previous targets that have been set.

Children are given feedback about the elements that the teacher has asked them to pay attention to or is currently a curricular target (this should also include, where appropriate, presentation). This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning objectives.

Marking in the Early Years Foundation Stage:

In Foundation Stage 1 and 2, staff focus on providing oral feedback to the children but may write a comment in the presence of the child. Staff may also write comments on work as part of the process of gathering information to support assessment judgements.

Monitoring and Evaluation

This will be undertaken by the Leadership Team and/or Subject Leaders, as appropriate, who will monitor books, talk to staff and talk to children about their work.

Whilst monitoring the person responsible will ask for a selection of books from each year group and will, during classroom observations, look for the implementation of this policy.

This policy has been reviewed and no individual or group are disadvantaged by the policy or process therein.

Date Reviewed: **Autumn 2026**

Review Date: **As required / within the next 2 years**