



Hamsey Green
Primary School



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EFFECTIVE MARKING AND FEEDBACK POLICY

Reviewed by: John Boffa DH

Review date: July 2026

Next Review: July 2027

Introduction

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

Rationale

**‘Feedback is one of the most powerful influences on learning and achievement’
(Hattie and Timperley 2007)**

Hamsey Green Primary School and Acorns is committed to providing relevant and timely feedback to pupils. 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 shared explicitly and the learner is actively involved in the process.

At Hamsey Green Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the English and Maths marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children’s self-esteem through praise and valuing their achievements;

Principles of Effective Marking

Effective marking should:

- Be manageable to support staff well-being
- Be positive, motivating and constructive for children
- Be at the child’s level of comprehension
- Not penalise children’s attempts to expand their vocabulary
- Be frequent, regular and every piece seen and acknowledged
- Allow specific time for the children to read, reflect and respond to marking
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and attainments
- Relate to the learning intention/success criteria of the work set, e.g. science should be marked mainly for the science content.
- Be consistently followed by teachers and support staff across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (See English and Mathematics) to correct errors that go beyond the learning intention

Procedures

At Hamsey Green Primary School, all work must be marked in **PINK** and **GREEN**. (**Pink** = Great! **Green**=for growth).

Pupils will write with either a pencil or in a blue handwriting pen (depending on level).

Pupils will respond to marking in **BLACK** pen.

- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning intention and success criteria. Refer to these when giving written and verbal feedback.
- Use tickled pink to highlight the success and a comment at the end of a Hot Write that can be shared with the Leadership team.
- Mark according to the success criteria – e.g. ticked in pink (where possible) and a green with children editing their work in response.
- Link marking to targets: individual Special Educational Needs and Disabilities (SEND), personalised, groups, layered targets, etc. as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the marking code.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Differentiate marking according to children's needs, e.g. EAL, SEND, etc.
- Provide time for the child to respond to all verbal feedback
- Use stickers and stamps as necessary.

Pink Comments/Ticks

Teachers will underline, in pink or tick, where a child has met part of the success criteria for that lesson. Praise can be given via a sticker, smiley face and verbally. This will also help to reduce teacher workload, but still identifies where a child has been successful.

Marking Requirements

To ensure that effective marking is frequent and implemented consistently across the school, yet staff wellbeing is taken into account, the minimum requirements for marking are outlined below.

Subjects	Minimum Requirement Each Week
English (5 sessions)	- Live marking with evidence of immediate responses - Verbal feedback with evidence of immediate responses - GPS focus with evidence of immediate responses (refer to non-negotiables) - When peer marking there should be clear focus directed by the class teacher - Hot tasks should be marked and assessed on the day of completion (with partner teacher) - Positive comment
Mathematics (5 sessions)	- All pupils work reviewed by class teacher on a daily basis - Each lesson starts with Last Month, Last Week and Last Lesson (which will be a reflection of previous lesson's misconceptions) - Self-marking with use of Level of Understanding (See appendix)

Science and Foundation Subjects	- Live marking of subject specific skills being taught in lesson with evidence of immediate responses - Verbal feedback of subject specific skills being taught in lesson with evidence of immediate responses - All foundation work will be acknowledged by the class teacher - GPS focus with evidence of immediate responses (refer to non-negotiables)
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Responses to children's work in the EYFS Foundation Stage

Adults in the EYFS Foundation Stage should:

- Use positive reinforcements verbally for all aspects of children's development.
- Give stickers and stamps as a reward for good effort in all activities.
- Provide adult feedback at the immediate point when possible.
- Write comments to aid teacher assessment and read comments to children, where appropriate.
- In Reception next steps must be evident in learning journey observations.

Appendix 1

Our Agreement on Marking Partnerships

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning intention and only try to improve things that are to do with the learning intention.
- Tell our partner the good things we see in their work.
- Listen to our partners advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning intention with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

Appendix 2

Marking Code

This marking code is used consistently from Reception to Year 6. The symbols are explained to children so that they understand the comments that are being made and can respond appropriately. The marking code is modified to the age of the pupils and used across all subjects.

The marking code will be displayed in all classrooms so that they can refer to it when they are reviewing their work. A copy is also stuck in their English books. Supply teachers/PPA staff must initial marked work.

ALL work must be marked in **PINK** and **GREEN**. (Pink = Great! Green=for growth).

Pupils will write with either a pencil or in a blue handwriting pen (depending on level).

Pupils will respond to marking in **BLACK** pen.

✓	Correct answer
_____	This is a strength – ensure you use this again/learning achieved
. ○	Incorrect answer (circling as appropriate)
_____	This section of work needs looking at/up-leveiling
^	Omission of a word/letter/expansion of a phrase
SP	Incorrect spelling (word could be underlined or pupil needs to find it)
bec__e	Spelling strategy supporting with part of the word
P	Punctuation error
//	New paragraph needed
TA (1:2)	Marked by a TA and ratio of adult to pupil noted
I	Independent work
VF	Verbal Feedback given
T	Worked with a teacher/support by a teacher
PA	Peer-Assessed
SA	Self-Assessed

Policy Reviewed by: John Boffa Deputy Head

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