

# Hanley St Luke's Church of England Academy

Headteacher: Mrs Z Cooper

Telephone: 01782 234390/1

Email: [office@hanleystlukes.com](mailto:office@hanleystlukes.com)

Website: [www.hanleystlukes.com](http://www.hanleystlukes.com)



## Marking and Feedback Policy

Date adopted	November 2024
Date last reviewed	June 2025
Next review date	June 2026
Subject lead	Miss E Facey Mrs R Forrester
Governor/Committee (where applicable)	Mr Andrew Wragg

### Our Vision:

**Jesus said: 'I have come that they may have life and have it to the full.'**

**Promoting *life-long learning***

**Developing *life-giving relationships***

**Exploring *life-enhancing faith***

**Inspiring *life-enriching aspiration***

**Opportunities for Life**

This policy outlines the teaching, learning, organisation and management of the marking and feedback procedures at Hanley St Luke's C of E Primary Academy.

### At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.
- In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

At Hanley St Luke's Primary Academy we take a professional approach to the task of marking work and giving feedback. Staff workload and impact on the children's learning are considered carefully throughout all parts of the policy.

We aim to have a consistent approach to the marking method used by individual teachers and therefore have an age appropriate school approach, which is used in each classroom according to age, stage and need.

To reduce workload and have greatest impact, work is marked 'in the moment' in a way that best suits teachers and pupils. Much of the feedback is verbal and practical. Whole class feedback is used to support learning. Teachers and teaching assistants circulate during lessons and provide regular/ immediate verbal feedback, using these judgements to decide on intervention and level of challenge. Marking, feedback or following lessons provide the next steps in children's learning journeys.

All children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers and teaching assistants will mark work and give relevant feedback as an essential part of the assessment for learning process.

### Aims

We mark children's work and offer regular 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,
- Offer them specific information on the extent to which they have met the learning goals, 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; move learning on in the moment.
- Provide the ongoing assessment that should inform future lesson-planning.

### Principles of marking and feedback

Hanley St Luke's has a standardised approach to the marking and feedback of all pieces of work.

**• Marking will normally be done as 'live' or 'in the moment' marking in or before the next lesson in that subject, although this may not always be possible for longer pieces of work. This also supports staff workload.**

• The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

Stickers and stamps can be used. 1= a Dojo point.

• The marking should always be in accordance with the learning goals and the child's own personal learning targets.

• The child must be able to clearly understand the marking and be given time to do so, and to respond to it editing and improving their work as required.

- Teachers should aim to promote children’s self-assessment by linking marking and feedback into a wider process of engaging the child in their own learning. This includes sharing the learning challenge and the key expectations for the task.

### Colours

Children use **purple** pen to mark their own and peer work.

- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is verbal and immediate.
- Written comments should be neat, legible and written in **pink** (errors/ areas to improve) and **green** (good work) so that children can clearly see areas to edit and improve.
- Children respond to their marking with **purple** pen.
- Spelling errors (no more than 3) may be picked up and children correct **three** times.
- Feedback may also be given by a teacher, teaching assistant, through peer review, through plenaries and in whole class, one to one or group sessions.
- Feedback can be used to identify a particular area of difficulty and promote rich dialogue surrounding areas to improve.
- Errors and misconceptions that were made by many children should be dealt with in the moment where possible and noted in future planning.

### Presentation

- The school has a standardised approach to the presentation of all written work. All staff have high expectations for presentation in all books including gluing in, handwriting, layout and ruling.

### English and Written Foundation






- Write the long date and underline it with a ruler.
- Leave a line underneath the date, then write your title and underline with a ruler.
- Start writing at the margin.

### Mathematics – See Maths Policy Poster







- Write the short date and underline it with a ruler (or stick in label)
- Leave a line underneath the date, then write your title and underline with a ruler.
- Write one digit per box. Form numbers as per school policy
- Draw any lines or diagrams with a ruler.
- Knowing how to set out work is another form of procedural knowledge.
- Presentation is part of the mathematics curriculum. High standards of presentation are modelled and expected at all times.
- Careful presentation is also likely to help pupil’s spot patterns and identify their own mistakes.

## Codes

Are displayed in classrooms and in front of books. Children should understand the codes and be given ample time and support to reflect on them and respond to.

EYFS Marking Code		
	Capital letter mistake.	Correct mistake in pencil
	Full stop mistake.	
	Finger space required.	
	Listen for the sounds/ spelling mistake.	
	Letter formation mistake.	
^	Word or words missing here.	
✓	Great work!	Feel proud!

## KSI Marking Code

	CL	Capital letter mistake in this line	Find and correct in purple pen.
	P	Punctuation mistake in this line	
		Full stop mistake in this line	
	FS	Finger space required	
	sp	Listen for sounds/spelling mistake in this line	
		Letter formation mistake in this line	
T		Tense mistake in this line	Re-read aloud and correct in purple pen.
H		Homophone spelling error	
?		This doesn't make sense!	
^		Word or words missing here	Feel proud!
✓		Great word choice	
✓✓		FANTASTIC word choice	

## KS2 Marking Code

CL	Capital letter mistake in this line	Find and correct in purple pen.
P	Punctuation mistake in this line	
T	Tense mistake in this line	
sp	Spelling mistake in this line	
H	Homophone spelling error	
?	This doesn't make sense!	Re-read aloud and correct in purple pen.
^	Word or words missing here	
//	Paragraphs needed	
✓	Great word choice	Feel proud!
✓✓	FANTASTIC word choice	