

Hanley St Luke's Church of England Academy

Headteacher: Mrs Z Cooper

Telephone: 01782 234390/1

Email: office@hanleystlukes.com

Website: www.hanleystlukes.com



Marking and Feedback Policy

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Subject lead	Miss E Facey
Governor/Committee (where applicable)	Mr Andrew Wragg

Our school is committed to nurturing a community built on strong Christian values, where every child is encouraged to grow both personally and academically. Through honesty, we promote truthfulness and trust; through courtesy and respect, we foster a culture of care and understanding; through kindness, we encourage compassion and forgiveness; and through perseverance, we inspire resilience and determination. Guided by these values and the teachings of Scripture, we aim to create a safe, supportive environment where all members of our school community can flourish and become thoughtful, responsible individuals.

Honesty

"You must be truthful with each other, because we are all part of the same body."

Ephesians 4:25

Courtesy

"Show proper respect to everyone, love others, honour God."

1 Peter 2:17

Kindness

"Be kind and compassionate to one another, forgiving each other, just as God forgave you."

Ephesians 4:32

Perseverance

"Let us not become tired of doing good. At the right time we will gather a harvest—if we don't give up."

Galatians 6:9

Respect

"In everything, do to others what you would want them to do to you."

Matthew 7:12

At Hanley St Luke's C of E Academy, our approach to careers education is rooted in our Christian vision inspired by *John 10:10*: "I have come that they may have life, and have it to the full." We believe that every child is uniquely created in the image of God, with individual gifts, talents and a purpose to fulfil. Our role is to nurture and develop these qualities so that all pupils can flourish and live life in all its fullness.

Through our careers provision, we aim to raise aspirations and help pupils recognise their God-given potential. We encourage children to explore how their skills and interests can be used to serve others and contribute positively to the wider community. By providing meaningful experiences, strong role models and an inclusive curriculum, we support every pupil to overcome barriers, build confidence and develop a sense of ambition for their future.

Our values-led approach ensures that pupils grow not only in knowledge and skills, but also as compassionate, responsible individuals who are prepared for the opportunities and challenges of the modern world. In doing so, we enable all children to aspire, achieve and thrive, living out our Christian vision in their future education, careers and lives.

Introduction

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 appropriate whole school approach, which is used in each classroom.

Teachers use their professional judgement to take into account the age, stage and needs of the children.

To reduce workload and have greatest impact, work is marked 'in the moment' in a way that best suits teachers and pupils. Pupils will also self and peer assess. 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 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;
- 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 or before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- 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.
- 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 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 focus and the key expectations for the task.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible and clear.

Staff mark in **pink** and **green** so that children can clearly see areas to edit and improve.

- Children respond to their marking with **purple** pen, or pencil (English).
- Children use either purple pen or pencil (English) to mark their own work.
- Spelling errors (no more than 3) may be picked up and children correct three times
- Feedback may also be given by a 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.
- Errors and misconceptions that were made by many children should be dealt with in the moment where possible and noted in future planning and teaching.

Presentation

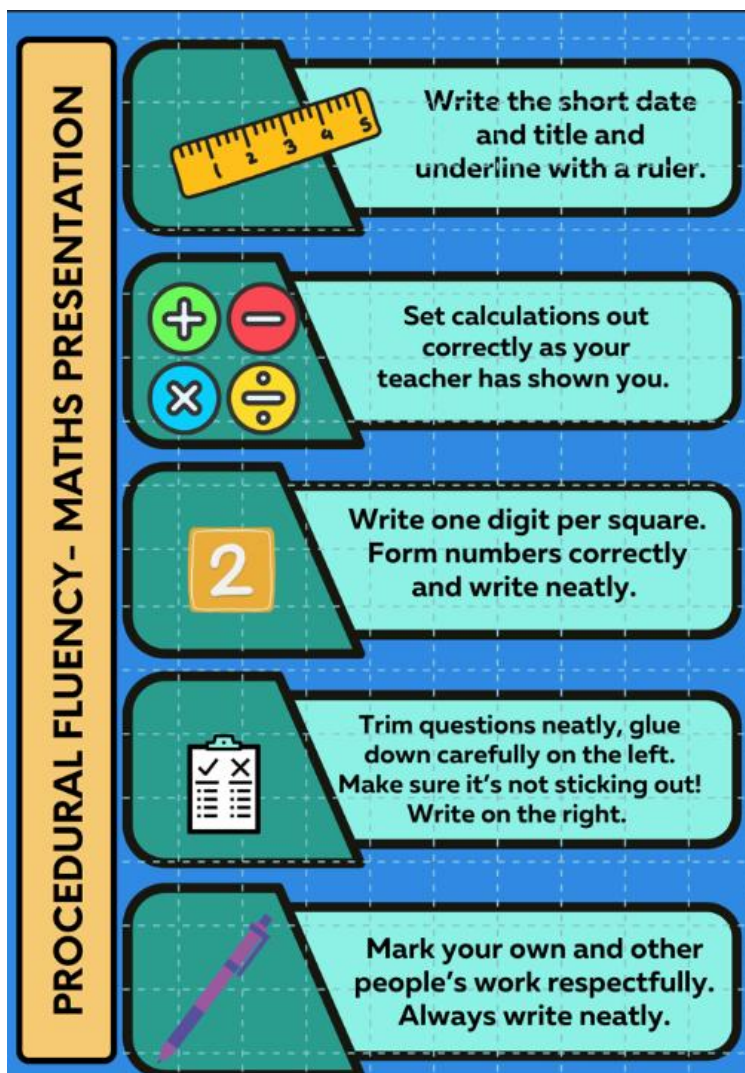
- The school has a standardised approach to the presentation of all written work.
- Procedural fluency and presentation guidelines are displayed in books and classrooms, and referred to.

English and Written Foundation

- Leave the large top line blank.
- Write the long date and underline it with a ruler. Remembering capital letters where needed.
- Leave a line underneath the date, then write your title and underline with a ruler.
- Start writing at the margin.

Mathematics

- Write the short date and underline it with a ruler. (or stick in label KS1/SEND)
- Leave a line underneath the date, then write your title and underline with a ruler.
- Write one digit per box.
- 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

- Displayed in classrooms and in front of books. Children are supported to understand the codes and are given ample time to reflect on, and respond to required next steps if necessary.

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.	Feel proud!
✓	Great work!	

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	
✓		Great word choice	Feel proud!
✓✓		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	