



Marking & Feedback Policy
2025

Great Harwood St John's CE Primary

"Where everyone shines with God's love"

based on "Let your light shine" Mathew 5:16

Marking Policy

We at St John's CE Primary School are committed to meeting the needs of our pupils and ensuring that they make progress. In line with our mission statement, we aim to:

Build a better place, where:

Everyone is welcome;

No one is ever lonely;

We respect and trust each other;

There is always someone to ask for help;

People help us to be the best we can.

Great Harwood St John's CE Primary School statement of intent

'Where everyone shines with God's love.'

As a Church of England school, our curriculum has Christian values at its heart. It is our intent at Great Harwood St John's that ALL learners leave our school with a lifelong love of learning and they know that they are loved and treasured as individuals. To enable them to do this our curriculum has been carefully designed around our children, celebrating differences and developing the uniqueness of each child. We recognise children's starting points and quickly set about developing their phonics, early reading and maths skills through first hand experiences. Throughout their journey with us at St John's, we shower the children with enrichment opportunities to broaden their horizons and enhance their curiosity about their local community and the world around them. Staff work collaboratively, utilising each other's expertise to ensure a clear, coherent, well-balanced curriculum made bespoke to us. Ultimately, the day to day decisions of the school are to ensure that the whole child's needs are met whether this is academic or social and emotional.

School Aims

- To use marking as a method of assessment.
- To improve children's progress and learning outcomes.
- To guide or instruct through feedback i.e. to identify the next step or revise a teaching point.
- To acknowledge strengths, areas for development and offer suitable praise.
- To indicate to children that we value their work and have responded to it.
- To encourage, motivate and develop children's confidence and self-esteem.

Agreed Good Practice

Guidelines for written comments

The following guidelines have been developed and agreed by staff as representing good practice in the use of written comments on children's work.

- Throughout school, we mark in pink and green ink pens – 'tickled pink' ticks or comments identify if the learning intention been achieved and 'green for growth' indicates points for improvement. Children then respond to these comments or make corrections using their 'purple polish' pens.
- Written comments should fulfil one or more of the following criteria;
 - identify the next step for the child, shown by an arrow ↑ (green)
 - aim to instruct or revise
 - identify strengths and areas for development
- In Foundation Stage and KS1, written comments should only be used when appropriate to the child's ability. Verbal feedback may be more appropriate for the majority of pupils.
- Self or peer marking can be encouraged when appropriate.
- Comments on presentation, can be made as additional to feedback on lesson's learning intention.
- Time is given for pupils to reflect on any written comments in the next lesson. From Year 2 or at an age appropriate time, children complete this in their 'Purple Polish' pens so that it can be easily seen.
- As a general rule, all work is marked regularly, but only some of the work will be marked with additional comments. Work may be marked by the teacher, TA or pupil as appropriate.
- For some lessons it may be appropriate to use a whole class marking sheet to inform the teacher's planning and next steps. Feedback will then be given to individual children, small groups or the whole class as required.

Guidelines for verbal feedback

- If an adult wants to speak to a child about their work they will show this by writing VF.
- Once the verbal feedback is given then a tick will be put next to the VF✓.
- There may be occasions when it is important to give the whole class feedback, when this is done it will be recorded using CF.

We have also developed a marking code to clearly show what the different symbols represent (appendix 1).

Response to spelling errors

Errors are identified in children's work by underlining the incorrect word with a wavy line, as appropriate to the ability of the pupil. Teachers may ask children to correct or rewrite spellings in their work by putting 3x and the word on the piece of work.

As a general rule, we do not aim to correct every spelling in a piece of work. However, we feel that ideally display work and age appropriate key words should be spelt correctly.

Success criteria

Clear success criteria and expectations are key to the success of all lessons. Marking ladders are a useful tool when assessing extended pieces of writing or throughout 'topics' of work such as in RE. They can be used by both pupils and staff. Pupils can self-assess their work, or their partners work, against the criteria and staff can use the sheets in the same way.

At St John's CE Primary School, we feel that it is important that children learn to self-assess. We expect children from Year 1 upwards, as appropriate, to be taught how to use such devices as marking ladders to help them self-assess and take some responsibility for their own learning, i.e. next time they complete a similar text, they should be referring back to the previous example to see how they could write a better piece.

Inclusion and assessment for learning

St John's CE Primary School strives to promote the development of each child as an individual and treat each other with dignity and respect. We aim to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are at promoting racial and gender equality and including pupils with disabilities or special educational needs.

Review

This policy will be reviewed by staff on an annual basis.

Policy reviewed, updated and agreed by Staff and Governors – May 2026

Appendix 1 - Marking Codes

Pink - 'tickled pink' for good work linked to the learning intention

Green – 'green for growth' for areas that can be improved

✓ - correct work/ next to the learning intention to show that the learning intention has been achieved

× - incorrect work

✓c – work that has been corrected

↑ - next steps

VF – speak to your teacher about your work

VF✓ - verbal feedback has taken place

CF – Class Feedback

P – work is presented to a high standard

P – presentation needs to be improved

1dj – when a Dojo has been given

wavy line - incorrect spelling

3x – you need to re-write the correct spelling 3 times

