Wyburns Primary School

MARKING AND EFFECTIVE FEEDBACK PROCEDURE

Created: September 2025
Updated: April 2026

Purpose

Feedback and marking should provide highly constructive feedback that enables pupils to become reflective learners, helping them to diminish the difference between current and desired performance.

Procedure Development

This procedure has been developed collaboratively with staff. Early Years practitioners will use relevant aspects as appropriate to the work that the pupils produce, whilst years 1 to 6 are to follow it in its entirety.

To ensure consistency, agreed marking codes are to be used by staff and pupils (Appendices 1 and 2).

Principles

Marking and feedback should:

- Be manageable.
- Be completed with pupils to maximise effectiveness.
- Relate to shared learning intentions, and personal targets.
- Involve all adults working with pupils.
- Give recognition and appropriate, but meaningful, praise for exceptional effort.
- Give pupils the opportunity to become aware of, and reflect upon, their learning needs.
- Provide clear strategies for improvement.
- Be accessible to pupils and a positive tool for them to improve their learning. ● Have a positive impact on the quality of work and progress made. ● Allow time for pupils to reflect and respond whilst completing their work. ● Encourage and teach pupils to self-mark wherever possible and involve pupils in the feedback process (whether oral or written), through self and peer assessment.
- Respond to individual learning needs.
- Inform future planning and individual target setting.
- Be consistent within classrooms and throughout the school.
- Be responded to.

Strategies

1. Summative Marking and Feedback

This consists of ticks for a correct answer and a dot for an incorrect answer and is associated with closed tasks. Wherever possible, pupils should self-mark or the work should be marked as a class, group or in pairs. Each question must be marked so pupils know where their work was accurate and where it needs correction.

2. Formative Marking and Feedback

Within a lesson, oral feedback should primarily focus on the learning intention and personal

development. Pupils are given feedback about those things that you have asked them to pay attention to and any fundamental errors. This will mean that some aspects of incorrect English work may not be addressed until a later point in time.

From the teachers' book looks at the end of each session, teachers should build time within their starter of a lesson for 'feedback/ feedforward'. This allows the opportunity to address common errors with multiple children that were not addressed as they were not the main focus of the prior lesson. E.G. a capital letter needed for a proper noun or number formation. Subsequent planning should reflect learner outcomes. From this, subsequent work should reflect the improvements from the verbal/written feedback/support.

3. Self-Assessment

Pupils should self-evaluate against the Learning Intention throughout their learning by using agreed success criteria, models on the working walls, prior work and resources provided to guide their evaluation. The plenary at the end of the lesson, or the 'mid-plenaries' during the lesson, support this process.

Pupils must also self-evaluate against their personalised targets recorded on target cards or interim framework target cards.

4. Shared marking

Pupil/s work will be marked as a class at regular intervals. This models the marking process and expectations, and enables teaching review of particular points at the same time.

5. Peer Assessment

During lessons, pupils will sometimes be asked to discuss their work in pairs. The following points are important:

- Pupils need to be trained to do this, through modelling with the whole class and in pairs.
- Pupils should, alternately, point out what they like first and suggest ways to improve the piece, but only against the learning intention and not spellings, etc. The 2:1 success to improvement ratio should be followed, to avoid over-criticism.
- A dialogue should be encouraged between pupils to evaluate their work rather than taking turns to be the 'teacher'. e.g. 'I think this bit really shows how that character feels, what do you think?').

Where possible, pupils should be encouraged to self-mark or peer-mark so they have ownership of the process; this needs to be reflected in planning, where appropriate.

ORGANISATION

Early Years

Oral feedback is given throughout activities/tasks. Staff pose open questions that allow pupils to identify their own strengths, next steps and encourages independent thinking.

KS1 and KS2

At Wyburns Primary we have a CCR (circulate, check and respond) approach to marking and feedback. Some refer to this as 'live marking'.

1:1 and Focus groups

There are times that a 1:1 work or focus group is necessary - including for more able pupils.

- Adults working 1:1 or with a focus group must mark the work with the pupils as they progress through the learning intention. Oral feedback should be given and intervention notes/codes recorded briefly on the pupil's work to reflect the level of support.

- At appropriate times, the adult should leave their focus group to check the progress of pupils working independently. If improvement direction is provided, the teacher may add a brief intervention note in the child's book but this work would still be considered independent work since adult intervention has not been sustained.

MONITORING

Monitoring within Schools for Every Child Trust schools is fluid as we have an open door policy. Regular written or oral feedback will be provided to individual members of staff so improvements can be made immediately.

REVIEW

This policy is kept under constant review to ensure that it supports and promotes good progress for all pupils.

Appendix 1

MARKING GUIDANCE

<u>PEN COLOUR</u>

Teachers – purple
HLTAs/ LSAs/Supply – turquoise blue
Pupils –blue
Pupils editing - black
Pupils self and peer assess: pink

- All work must be marked by the teacher teaching the lesson before the next timetabled session.
- Use the symbols in the appendices.
- Any work left unmarked in the teacher's absence must indicate at the top of the page as to who was taking the lesson, e.g. PPA, Supply, Cover.
- Every Learning Intention must have the correct symbol against it to say if it has been achieved or not (see appendix 2).
- HLTAs, LSAs, or supply teachers who support learning must use the marking codes. ● Outcomes of practical work must be recorded so as to inform planning. ● Pupils must use the appropriate codes if they self or peer assess. More able pupils may add a brief intervention note reflecting SA/PA where relevant and will add their initials beside it. Teachers should check these notes and address errors, misconceptions or omissions.
- If pupils are absent, write a capital A and the date.
- Fundamental errors in work need to be addressed. This may take the form of teacher modelling within marking followed by a pertinent Next Step, oral feedback, post teach or pre-teach.
- Errors in basic skills should be addressed within all work. Put the associated symbol in the margin, e.g. Sp for spelling. Pupils put a neat line through the symbol as they make the correction.
- In maths, incorrect answers are marked with a dot. There should be clear evidence of pupils re-visiting errors and misconceptions (all the dots) to improve their work following further teaching or modelling.

Appendix 2

Schoolwide Symbols to be used when marking

I	Independent work
S	Work done with support
V	Work discussed with an adult
SH	Shared learning
SA	Self-assessment
PA	Peer assessment

?	Ambiguity about meaning
/	New paragraph needed
O	Omission of words
✓✓	Good element found in work i.e. use of vocabulary, full stops, correct method
N.S.	Next step
SP	Spelling error
P	Punctuation missing or used incorrectly
G	Not grammatically correct
SE	Not standard English
T	Incorrect tense
C	Capitalisation
H	Handwriting
SC	Sentence construction
VC	Vocabulary choice
~	To denote place of error

Spelling Errors

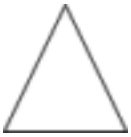
- Key vocabulary should always be spelt correctly. Refer pupils to the Key Vocabulary and 'shared writing' on your working wall, VIP words or other resources provided. By KS2 pupils should be proficient in correcting these independently during self-editing.
- Marking: Spelling correction should focus on age related, previously taught, spelling patterns in the first instance. This would be followed by words on the statutory lists for each year group and key subject specific vocabulary.

The following strategies can be used, as and when deemed appropriate, whilst ensuring high expectations.

1. If required, the teacher can model the correct spelling and provide 3 dots beneath for practice.
2. Write 'SP' in the margin AND show the incorrect part of a spelling by marking it using appropriate dots and dashes to show the incorrect choice of graphemes. These must be improved.
3. Teachers may use 'SP' in the margin with the expectation that pupils will self-identify

and improve spelling errors.

SYMBOLS to mark achievement against Learning Intention

	Not achieved
	Partially achieved
	Fully Achieved

 Greater Depth