



Prior Weston Primary School and Children's Centre

Feedback and Marking Policy

September 2022

Feedback and Marking Policy		
	Name	Date
Head Teacher	Fiona Maccorquodale	May 2026
Completed by	Aoife McMonagle	May 2026
Governing Body		
Location of policy/availability	Teacher Drive School website Contact office at Prior Weston if you would like a copy	
Next review date	May 2027	

Principles:

Teacher marking is only effective if:

- It moves children's learning on
- Allows children to reach their full potential
- It informs both the child and the teacher of what has been achieved and what needs to happen next
- The child has an opportunity to read/respond to the marking

Practice:

- Marking must be related directly to the learning objective / success criteria and / or to children's individual targets
- All pieces of work in books must be acknowledged either through teacher marking, peer marking or self-assessment; at least two pieces of work in maths and English must be teacher marked each week
- Teachers must mark in **red** pen
- Children must respond to marking, or make improvements and corrections in **green** pen
- Teachers can use **green** highlighter to promote positive aspects and **pink** highlighter to draw attention to errors or areas for development within a piece of work, using the reminders "**Pink for 'Think'**" and "**Green for 'Got it'**"

These should be **used sparingly** so as not to detract from the presentation of work.

Normally, no more than one aspect highlighted in green and a clear area for improvement highlighted in pink.

- Teachers' comments should take the form of open questions, rather than closed comments, in order to move learning on by enabling children to show a secure understanding of the new skill or concept or giving an opportunity to apply the skill or concept in a different context.
- When providing feedback, discuss with children, the expectation that they need to demonstrate that they have learned from this feedback i.e. there should be evidence of the feedback aspect in subsequent work, preferably through the use of a green pen.
- Where work is heavily supported by an adult this should be indicated in the pupil's work using **SW**



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- Teachers' handwriting must be legible as a model for the child and written in complete, punctuated sentences

Adendum: Due to Covid-19 restrictions and new guidelines to be followed in schools, it may be more suitable to use 'dot marking' when providing feedback. One to one conferencing will also not be as easily provided

Children Responding to Feedback and Marking:

Children need time to respond to feedback they have been given. Feedback should be given in the moment where possible. If 'next steps' are given then teachers must build in lesson time to enable children to fully respond. This could be during the 5 -10 minutes at the start of a new lesson or a session devoted to peer marking and responding to feedback, such as in KS2 writing. It is expected that teachers regularly check children's green pen responses to ensure they are understood; this may incorporate some additional verbal feedback.

Child friendly feedback symbols

Symbol	Meaning
	Green – Got it!
	Pink – Think!
 Red pen	Teacher comment
 Green pen	Editing
 Purple pen	Peer marking
SW	Supported work