

Lakeside Primary School



Marking and Feedback Policy

Policy Status and Review

Date:	September 2025
Review Date:	September 2026
Signed by Governor:	 Neil Rose
Date Signed:	Oct 2025

Marking and Feedback Policy

The Purpose of the policy

The purpose of this policy is to make explicit how the teaching team (teachers, HLTAs, teaching assistants (TAs), nursery nurses and any other specialist teachers employed by the school) mark pupils' work and provide feedback. It is important that we have a consistent approach to how we mark children's work throughout the school. Therefore, all members of staff are expected to be familiar with the policy and to apply it consistently.

Applying the marking policy will enable effective AFL to take place. It is important that all pupils are able to recognise where they have achieved as well as areas where they need to develop and that teachers can ensure that pupils' progression is tracked and monitored and used to inform future planning.

The need for a marking and feedback policy

It is important that the teaching team provides constructive feedback to pupils, both written and orally, focusing on their success against the learning objective and identifying next steps and areas for improvement. Marking enables pupils to become reflective learners and helps them to close the gap between what they can do currently and what they need to do to move on in their learning. Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

The principles of the school's approach to marking and feedback

Marking and feedback should:

- relate to the learning objective;
- be appropriate to the age and ability of the child;
- focus on only one or two key areas for improvement at any one time;
- involve the teaching team working with the children directly, where possible;
- give recognition and praise for achievement;
- provide clear strategies for improvement;
- allow specific time (and support) for children to read, reflect and respond to marking, where appropriate;
- inform future planning;
- use consistent codes/symbols and systems within each Key Stage;
- be manageable for the teaching team and accessible to the pupils.

Marking and Feedback at Lakeside Primary School

Marking pupils' work

Following consultation with staff, the following guidelines have been accepted by the school as appropriate methods of marking. Mark schemes have been included in this policy as appendices and follow the H-E-L-P marking scheme.

H – How do you think you did in your learning (Self Assessment)

E – A numerical score from 1-5 (Effort – 1 = Poor and 5 = Amazing)

L – Learning (a smiley face representation from the teacher: Learning Achieved = 😊 / Nearly There = 😐 / Talk to me = 😞)

P – Polishing/Next steps in learning

Marking should be done as soon as possible after the lesson if feedback cannot be given 'in the moment'. Only in exceptional circumstances should books be given back out to children with unmarked work in.

At Lakeside, we believe that the process of marking and offering incisive feedback should be provided in the moment wherever possible. It is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.

Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.

Whenever possible, marking and feedback should involve the child directly.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning.

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During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging a Growth Mindset, resilience, striving for accuracy and children's learning efforts.

Teachers and additional adults will effectively intervene with groups across the class giving feedback on the children's work. Marking in the moment in the forms of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

Day to day, pupils' work will be marked with an E to show the effort put into the piece of learning. At least once a week, for each subject, work will be marked with the HELP making.

All lessons should have a Learning Objective (LO) stuck (KS1)/written into the book (KS2).

When marking, teachers should consider the extent to which the pupils have progressed towards meeting the **learning objective** of the task, taking the success criteria into account. The focus of the marking should then be on the successes against the learning objective, and the improvement needs of the pupil and/or a next step.

Across all subject areas

- Where an answer is incorrect, pupils must be given time to find the mistakes in their answer and correct this themselves in purple pen
- Incorrect answers should be corrected at the bottom of a piece of work rather than rubbing out the original answers
- Where a pupil has made a number of mistakes, the teacher is to indicate with a 'P' which of the mistakes they feel it would be beneficial to review
- Pupils can be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Pupils should be encouraged to self-correct calculations when errors have been identified
- Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.
- Misspelt words will be identified using an underlined wiggly line. Pupils will be expected to find the correct spelling of the misspelt words themselves and correct this mistake in the margin using purple pen. This may be done in the lesson or pupils will be provided time to do it before the start of the next lesson.
- Where there are inaccuracies in grammar e.g. was/were confusion, the mistake will be identified by being underlined and corrected in line with spellings
- Where punctuation is missing, a circle will be used to indicate that something is missing and the pupils will be asked to check their work to identify the missing punctuation
- In PE, feedback to pupils will be verbal and criteria assessed next to learning targets to inform future planning and assess levels of attainment.
- Feedback in art and design will be verbal and criteria assessed next to learning targets to inform future planning and assess levels of attainment. Post it notes can be used when to provide feedback that can be put with the pupil's work

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Pupils' response to the comments

- Pupils **MUST** be given time to read, consider and respond to the teacher's feedback and/or next step/challenge.
- They will be able to recognise their successes through the comments and ticked elements of their marking.
- They should complete any next step or challenge activity that has been provided.
- Pupils should be encouraged to ask for clarification if they do not understand a comment so that they are clear about what they need to do in their next piece of work, in response to feedback they have received.
- Younger children should be supported by the teacher or TA to follow up on any comments/challenges set if appropriate.

Things to note:

- children do need to know when they make a mistake. Therefore, marking a piece of work with a '.' may be appropriate;
- books should be marked in green pen;
- children's revisions and amendments to be completed in purple pen;
- avoid negative comments or comments which simply relay the LO;
- there should be a balance of the different types of marking evident in the children's books (eg. Peer marking and self marking).
- additional comments, stickers and stamps may be used by teachers and additional adults where appropriate

Special Educational Needs and Disabilities

When marking the work of children with Special educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made so that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

- If an SEN pupil has been supported in the lesson by the teacher, a 'T' will be written in the margin to indicate that support

H.E.L.P marking

H— How do you think you did in your learning?

(Self-assess)

E— 1 2 3 4 5

(Effort)

Poor

Good

Amazing

L—



(Learning)

Learning
achieved

Nearly
there!

Talk to me

P— Polishing/next steps

(Polishing)

Spelling

Grammar

Punctuation

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Monitoring and evaluating this policy

This policy will be monitored through further consultation with staff and in response to the feedback from future reviews. Pupils' books will be monitored by subject leaders and the SLT as part of the monitoring cycle. Written and verbal feedback in relation to marking will be given to individual members of staff as required. In addition, as appropriate, subject leaders will highlight good practice and areas for development at a whole-school level.

Review

This policy will be reviewed annually by staff and governors. The Governors may however, review the policy earlier than this if Government introduce new regulations or if the Governing Body receive recommendations about how the policy may be improved.

Version Control

Version	Date Approved	Changes	Reasons for Alterations
V1	19.9.2023	<ul style="list-style-type: none">• Dayly marking with an 'E' to indicate effort mark. HELP marking completed at least once a week• Key added for teachers to mark corrections in spelling, punctuation and grammar – see HELP marking poster	Review
V2	14.10.2025	<ul style="list-style-type: none">• No changes	N/A