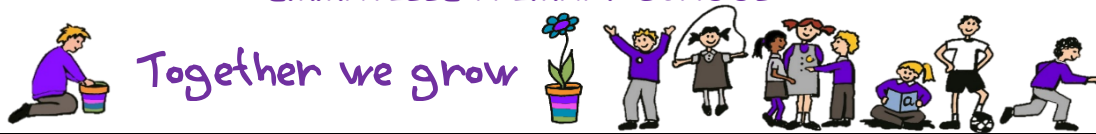


**Emmaville Primary School**

**Marking and  
Feedback  
Policy**

**2026-2028**





## Marking and Feedback

<b>Date:</b>	April 2026	<b>Review Date:</b>	April 2028
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At Emmaville Primary School, marking should give opportunities for the children to be involved in the assessment of their own work, to explain their thinking and for the teachers to identify the pupils' next learning goal.

We believe that all work recorded in books must be marked, assessed or acknowledged as soon as possible after it is completed as this shows how much value we place on children's achievements.

We approach marking as an essential tool for planning, assessment, evaluation, learning and target setting. By responding to pupils' work through constructive and positive comments that are matched against learning objectives, we are able to acknowledge successes, promote a pride in personal achievement and improve standards of both teaching and learning. We would like all children to become reflective learners in order for them to improve their performance.

We feel it is essential to have in place a marking code that is relevant to the phase, is consistently used throughout the school, is linked to National Curriculum requirements and Early Learning Goals and is clearly understood by the children and their parents. The marking codes used, are printed in the front of the children's exercise books. These codes can be found in appendix 1.

Book marking is only one component of the feedback role of Key Stage 1 and 2 staff and is used to inform children of the standard of their work. We also recognise that much of the pupils' work in Foundation Stage is practical; therefore, book marking in this phase is a relatively small component of the marking and feedback role of the Foundation Stage staff. This does not mean that the marking policy is any less stringent for Foundation Stage pupils.

## EMMAVILLE PRIMARY SCHOOL

**In short, the purpose of Emmaville's marking policy is to:**

- ❖ Aid learning
- ❖ Assist in assessing and informing planning
- ❖ Encourage and promote a pride in achievement
- ❖ Motivate pupils and promote a positive attitude to learning
- ❖ Demonstrate to pupils a purpose and interest in their work
- ❖ Foster discussions between teacher/teaching assistant and pupil
- ❖ Promote good learning and working practices
- ❖ Allow pupils to reflect on their own performance
- ❖ Ensure comparability between all staff members responsible for marking
- ❖ Assist in raising standards of teaching

### **Aims**

- To develop children's self-esteem and motivation by showing them that we value their effort and achievement.
- To identify areas for improvement in order for children to achieve their set targets.
- To provide an assessment record of children's achievement and progress allowing teachers to plan for the next stage of children's learning.
- To have in place a manageable and effective system of marking and feedback.

### **STAFF ROLE**

**All members of staff are empowered to mark children's work. Since marking helps provide educational indicators by which children's progress can be monitored and improved it is particularly important that all staff adhere to this marking policy.**

## EMMAVILLE PRIMARY SCHOOL

### Procedure

<b>Role of the Governing Body</b>	<ul style="list-style-type: none"><li>• The GB has:<ul style="list-style-type: none"><li>▪ delegated powers and responsibilities to the Curriculum Committee and to the headteacher to oversee the development of this policy;</li><li>▪ to monitor and evaluate the school's performance based on summative assessments;</li><li>▪ nominated a link governor (Bill Purvis) to visit the school regularly, to liaise with the headteacher and to report back to the GB;</li><li>▪ responsibility for the effective implementation, monitoring and evaluation of this policy</li></ul></li></ul>
<b>Role of the Headteacher and the SLT</b>	<ul style="list-style-type: none"><li>• The Headteacher and the SLT will:<ul style="list-style-type: none"><li>▪ ensure that marking and feedback is purposeful and manageable for teachers;</li><li>▪ monitor to ensure that marking and feedback relates to learning objectives, informs future planning and individual target setting;</li><li>▪ ensure consistency in marking throughout the school;</li><li>▪ provide supportive guidance for parents;</li><li>▪ monitor and evaluate this policy</li></ul></li></ul>
<b>Role of UP3 teachers</b>	<ul style="list-style-type: none"><li>• UP3 teachers will:<ul style="list-style-type: none"><li>▪ review and monitor by regularly scrutinising pupil's work and undertake moderation exercises;</li><li>▪ provide guidance and support to all staff;</li><li>▪ annually report to the SLT on the success and development of sustainability</li></ul></li></ul>

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<b>Role of Teachers and Support Staff</b>	<p>Teachers and support staff must ensure:</p> <ul style="list-style-type: none"><li>▪ they use the agreed marking code appropriate to their phase;</li><li>▪ that the marking codes printed in the front of the children's exercise books are adhered to, and learning objectives highlighted blue if they have achieved it, or pink if they have not.</li><li>▪ work is marked and assessed on an ongoing basis to ensure accurate record keeping and appropriate future planning;</li><li>▪ whenever possible, marking should be undertaken alongside the children. This is particularly pertinent to Foundation Stage and KS1 pupils;</li><li>▪ in KS2 maths lessons, the work should be marked with the children throughout the sessions so that immediate feedback can address misconceptions and also lead to intervention groups for those that have not understood a concept/skill;</li><li>▪ FAC is used to access maths work (as explained in the front of the exercise books);</li><li>▪ that their marking has a purpose and is consistent;</li><li>▪ that marking should be against the identified objectives for the lesson;</li><li>▪ children receive clear feedback about their strengths and areas for development in their work;</li><li>▪ they recognise and value children's work by the use of suitable comments;</li><li>▪ comments should be clearly written under the piece of work in child speak;</li><li>▪ positive comments are written in black ink and suggestions for improvement are written in green pen;</li><li>▪ that the neatness and presentation of the writing should serve as an example to the children;</li></ul>
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	<ul style="list-style-type: none"><li>▪ children are encouraged and rewarded for their efforts and progress through the use of smiley faces, stickers and certificates;</li><li>▪ marking and feedback informs weekly planning;</li><li>▪ children know their targets for improvement and reference is made to their targets verbally and in writing;</li><li>▪ children celebrate their achievements</li></ul>
<b>Role of Children</b>	<ul style="list-style-type: none"><li>• Children must:<ul style="list-style-type: none"><li>▪ understand that marking and feedback highlights their strengths and areas for development;</li><li>▪ understand that errors can provide teachers with information to improve learning;</li><li>▪ leave their mistakes as a record of what they have done;</li><li>▪ understand the marking code which should be displayed in the classroom and in the front of their books;</li><li>▪ be aware of the next steps for improvement;</li><li>▪ be encouraged to respond during feedback;</li><li>▪ develop their own assessment skills by asking for comments or suggestions from peers or teachers about their work;</li><li>▪ when marking their own work pupils should use a purple pen;</li><li>▪ be encouraged (particularly in KS2) to be able to make improvements to their work (in purple polishing pens). For example, to include specific grammar, or adding to their writing by using different word classes in their sentences;</li><li>▪ know that special achievement may result in the receipt of smiley faces, stickers, the privilege of showing their work at the weekly celebration assembly, star of the week award or to receive a special mention certificate at the end of each term;</li></ul></li></ul>

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	<ul style="list-style-type: none"><li>▪ celebrate their achievements and share their work with others.</li></ul>
<b>Role of Parents</b>	<ul style="list-style-type: none"><li>• Parents must:<ul style="list-style-type: none"><li>▪ be aware of the school's marking and feedback policy;</li><li>▪ realise that marking and feedback highlights a child's strengths and areas for development;</li><li>▪ use the marking as seen in their child's books as basis for discussion on their child's general progress at consultation meetings;</li><li>▪ be encouraged to write constructive comments in their child's reading record book or homework books.</li></ul></li></ul>
<b>Marking Code</b>	<ul style="list-style-type: none"><li>• The marking code must be:<ul style="list-style-type: none"><li>▪ agreed by all staff;</li><li>▪ on display in the classroom;</li><li>▪ printed in the front of the children's books</li><li>▪ understood by all pupils;</li><li>▪ consistently used by all staff;</li><li>▪ manageable.</li></ul></li></ul>
<b>Marking and Feedback</b>	<ul style="list-style-type: none"><li>• Marking must:<ul style="list-style-type: none"><li>▪ be a manageable form of record keeping that feeds into children's assessment records;</li><li>▪ be undertaken with the child if possible;</li><li>▪ focus on whether the child has achieved the learning outcome for a particular curriculum subject.</li></ul></li><li>• Feedback must:</li></ul>

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	<ul style="list-style-type: none"><li>▪ relate to the learning objective or success criteria of the task;</li><li>▪ lead to an improvement in attainment by highlighting achievement;</li><li>▪ be positive and constructive;</li><li>▪ when written be presented neatly and clearly.</li></ul>
<b>Monitoring the Effectiveness of the Policy</b>	<ul style="list-style-type: none"><li>• Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the governors.</li></ul>

### EQUAL OPPORTUNITIES

Children's work and efforts will be marked using a consistent standard of criteria regardless of their race, class or gender, but specific to their individual needs. An individual's ability and understanding will determine the basis of evaluation and identify targets related to curriculum development needs.

<b>Headteacher:</b>	Avril E. Armstrong	<b>Date:</b>	April 2026
<b>Chair of Governing Body:</b>	Bill Purvis	<b>Date:</b>	April 2026