



Moreton Morrell C of E Primary School

Marking and Feedback Policy

POLICY STATEMENT

At Moreton Morrell C of E Primary School, we believe that every child can excel through pride in their own abilities and ambition to seek new challenges in their learning. Our curriculum has been designed to ensure that all of our pupils are given the opportunities to shine academically and to flourish physically, artistically, culturally, socially and emotionally.

We are committed to providing a curriculum that is broad and balanced, which meets the needs of every pupil, allowing them to reach their full potential. We provide our pupils with opportunities to gain essential knowledge, skills and understanding which will enable them to flourish and be life-long learners.

*‘Be alert, stand firm in the faith, be brave, be strong.’
Do all your work in love.*

1 Corinthians 16: 13 – 14

We use the word **BRAVE** from this passage within each classroom. Staff teach and model to the pupils the skills of being;

Bold, Resilient, Aspirational, Versatile and Enlightened.

Staff ensure that the children have opportunities to use these learning behaviours in all areas of the curriculum. The children know that to be effective learners they need to be **BRAVE**.

FORMATIVE ASSESSMENT:

Formative assessment is a powerful vehicle for focusing on effective learning; it involves the following:

- Sharing learning objectives with pupils
- Providing feedback which recognises achievement and progress
- Identifying next steps in learning
- The active involvement of pupils in their own and each other’s learning
- Suggesting strategies for improvement - both whole class and individual
- Effective questioning
- Adjusting teaching based on assessment of prior learning
- Motivating every pupil to be BRAVE in their Learning Behaviours

LEARNING OBJECTIVES AND SUCCESS CRITERIA:

Feedback needs to be based on clear understanding of the learning objective, the task and the related success criteria. Learning objectives, tasks and success criteria must therefore be right at the planning stage and during lessons. The success criteria must be process based, brief, clear and limited in number.

At Moreton Morrell C of E Primary School;

- children know the intention of each lesson (L.I.) and this is displayed and explained by the adult leading the learning.
- children know how success is measured through the sharing of clear success criteria (S.C.) which are displayed and referred to throughout the lesson.

Pupils are encouraged to be self-evaluative through a series of review opportunities throughout the lesson. The focus should be on how well they feel they are meeting the learning objective, measured by the success criteria. If children are repeatedly aiming to match their learning to the lesson success criteria, then effective learning will take place.

DEVELOP A CULTURE FOR LEARNING:

Formative assessment is only effective when children feel valued, safe and supported. A positive classroom culture should be developed so that pupils feel safe and build resilience. Pupils should understand that mistakes happen when learning new things and that they are an extremely beneficial aspect of the learning journey.

QUESTIONING:

Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need feedback from multiple pupils to gauge the success of their teaching, uncover misconceptions and challenge pupils to deepen their understanding. Questioning is only effective in a collaborative learning environment where children feel safe, supported and confident to make mistakes.

Staff receive Continued Professional Development to ensure that they are updated with the most recent research methods. A professional development programme is built into the school training programme to ensure that evidence from cognitive science provides a clear model for learning within the classroom. This process helps to ensure that pupils know more and remember more.

Examples of this include:

- **Randomiser:** is a 'no hands up', dialogic approach that keeps all pupils engaged. It can be used to engage pupils who would choose not to answer and promotes engagement and learning for all.
- **Rally Robin** – Pupils take turns responding orally and state responses / solutions to a given question with their shoulder or face partner
- **Timed Pair, Share:** allows all pupils to engage in a structured discussion with a given time frame that provides an opportunity to think, generate ideas, share ideas and rehearse answers
- **Whole-Class Response:** allows the teacher to access responses from every pupil to get an overview of class understanding - this might be displayed on whiteboards, fans, exit tickets, written responses.

- **Check for Understanding:** open dialog seeks to uncover the extent of understanding from a range of pupils to determine whether to explore, re- teach, defer or move on.
- **Say It Again, Better:** allows teachers to set academic expectations for verbal responses and pupils to develop greater levels of success by adding depth, accuracy or technical vocabulary to initial answers. It can also be used to develop grammar.
- **Probing:** by asking multiple, linked questions to a few pupils, teachers can promote deep thinking and allow pupils to make connections.
- **Process Questions:** by seeking out the ‘how and ‘why’, teachers can develop pupils’ metacognition, deepen their understanding and help them to evaluate their responses.
- **Hinge Questions:** allow the teacher to know whether a teaching point needs to be developed or the class is ready to move on.

CIRCULATE: While pupils work, adults will circulate the room to monitor pupils’ responses. During this time, adults can address mistakes and find examples of errors that they can use as discussion points to develop learning or address misconceptions. Any corrections will be done by pupils with a purple pen.

SHOWCASE: Pupils’ work is displayed using the classroom screen in order to support discussion about its success against the success criteria and/or the errors it contains. Editing that follows a ‘showcase’, will be done with a purple pen.

REFLECT: Pupils may use success criteria or a model text to reflect on their own work or that of their peers.

LIVE MARKING: This is the most manageable and meaningful form of marking. Wherever appropriate/possible, individual verbal feedback to children. It provides the opportunity for children to become effective learners through regular dialogue between the pupil and adult at the point of learning. This type of marking and feedback is the one we use most as we – and the children – feel it is the most effective and valuable. It is always done with reference to the learning objectives and related success criteria, with the intention of progressing learning.

Feedback will always include information and advice on how the pupil can improve the work so that it comes closer to achieving the stated learning objective. Staff use green pen to feedback additional areas for improvement (key skills that may not form part of the lesson objective) using the codes found in appendix one.

Staff are skilled at assessing the children’s learning during lessons. Staff then use our recording system on Insight, to indicate which learning objectives the children have achieved. Therefore, keeping a careful track of where children are in their learning journey.

MARKING IN BOOKS:

We do not expect teachers to acknowledge pupils’ work with a daily ‘tick’ or ‘stamp’. Instead,

all reflections of pupils' work will feed into future lessons and support strategies. This is a learning culture that we believe has the greatest impact on pupil progress.

Feedback should provide clear, actionable steps for improvement. Teachers should use their understanding of individual pupils to use feedback motivationally. It will form part of a scaffold that develops pupils' metacognition and independence.

Feedback may be framed in the form of follow-on tasks that provide an opportunity for pupils to redraft or re-do a previous task; rehearse or repeat aspects of a task to build confidence or fluency; revisit a concept after re-teaching; retrieve and re-learn key facts; or use additional research to develop their work by applying a wider range of ideas.

Any adult comments will be written in green pen. If a teacher chooses to add written comments, these will model expectations of grammar, punctuation and handwriting.

Children are encouraged to self-mark and self-correct their work in purple pen. Depending on the age of the children, teachers will provide answers for quizzes (e.g., retrieval), and basic skills activities such as spelling tests. However, where possible pupils are encouraged and given guidance to self-mark, as this is shown to be the most impactful in the learning process.

During extended writes, adults provide targeted feedback during children's preparatory work prior to final independent writing sessions. These will be marked with a system that guides children to look for specific errors in punctuation, spelling and sentence grammar; indicates specific sentences for rewriting; and highlights specific points for further development. This guidance will maintain the integrity of the writing in terms of its independence so that it can be used for the purpose of summative assessment (Appendix 1). This process is further developed in upper KS2 to ensure children's ability to self-edit, which is an expectation at the end of Key Stage 2.

Agreed and adopted by pupils, staff and governors in July 2024.
Reviewed annually. Last review September 2025.

Appendix 1

Marking codes for written work		
s	spelling	Non-negotiable spelling errors are underlined in green . Up to 2 for KS1, 3 for LKS2 and 5 for UKS2
p	punctuation	
g	grammar	
h	handwriting	
//	paragraph	
ST	Supply Teacher	

N.B. Where marking directs children to the location of the errors (fixing) or areas of improvement (editing), the adjustments cannot inform summative assessments.