Hopton Church of England Primary Academy

Marking and Feedback Policy

Policy Type:	**Academy Policy**
Approved By:	**Local Governing Body**
Date Adopted by LGB:	**05/10/2023 updated Sept 2025**
Review Date:	**09/09/2026**
Person Responsible:	**Executive Head Teacher**

Our Mission Statement

Growing • Achieving • Learning • Succeeding
At Hopton, We #CARE

Policy for Marking and Feedback

Formulated and agreed by staff on
12th September 2023
Monitored and agreed by Local Governing Body on 5th October 2023
Reviewed by staff and updated September 2025

Why we mark children's work – The School's Philosophy

Marking is an integral part of the educational process of assessment. It should provide feedback for the pupil and the teacher, and should be used to inform the next steps in learning. It also shows parents how well their child is performing, and where help can be given to improve areas of their work.

"The most powerful educational tool for raising achievement and preparing children to be lifelong learners, is formative assessment." Hattie (2009).

Vision:

At Hopton Church of England Primary, we want a robust system of marking and feedback that not only provides children with appropriate "in the moment" oral feedback, but also enables and empowers teachers to adapt learning so that barriers can be broken down and academic gaps reduced or better yet, eradicated. We believe that through effective marking and feedback, children can receive the tools they need to move forward in their learning and flourish regardless of ability.

Rationale:

The Education Endowment Foundation's report on feedback states that, done well, [feedback] supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. The report also notes that feedback is likely to be more effective if it is approached systemically, and specifically, by adopting three fundamental principles: careful groundwork before the feedback is given, providing well-timed information that focuses on improvement, and also taking into account how learners receive and use that information. By taking the recommendations from this report, we will improve the impact that feedback has on all children.

Aims:

Marking and Feedback at Hopton will:

- Improve outcomes for all learners.
- Provide useful information that leads to high quality initial instruction.
- Be used to inform learning intentions and address learning gaps.
- Be targeted, timely and varied.
- Support a learning culture that encourages learners to welcome feedback, thereby becoming reflective learners.
- Be provided in such a way that pupils are able to use the feedback to make progress.

At Hopton C.E. Primary…

- Feedback should be routine, consistent, supportive, diagnostic and informative.
- Wherever possible, marking should take place alongside the learner and a high priority should be given to discussion with the pupil.
- Marking and feedback should be carried out against specific learning objectives (WALTs) which are shared with the pupils before the learning is introduced.
- Success Criteria (Aims) should be shared with the pupils so they know what steps they need to take in order to achieve the learning objective (WALT).
- Pupils are encouraged to respond to their marking and feedback.

- Pupils receive time to respond to marking and feedback. This can vary from a very brief daily routine to a longer session where children edit/improve their work following feedback.
- Children should be regularly self-assessing their own work and sometimes peer assessing that of other children within the class.
- Comments on the pupils' work should be constructive and supportive.
- All teachers will display the 'What does my marking mean' (Appendix D) prominently in their classroom for children's quick reference.

How we mark at Hopton:

- Green pen is used for all written feedback to allow a contrast with a blue pen or pencil, as used by the pupils. The contrast enables corrections to be seen but we do not deface pupils' work.
- Pupils respond to written feedback using a purple pen, or a purple pencil, as appropriate for their age.
- A maximum of three spellings will be corrected on the children's work and they will be expected to write these out to practice the formation under the stars and next steps marking.
- In Year 2 and KS2 a 'sp' should be written on the margins of the line in which there is a spelling error. It will then be up to the children to spot where the mistake is on that line. This will reinforce having the children take more ownership for their editing and enhance their spelling knowledge by having them use their phonics to spot the error and then correct it.

Symbols:

- The school uses a highlighter pen system, to show whether a pupil has achieved the learning objective (WALT). See Appendix D.
- The school also has a set of generic symbols to use when marking work, please see Appendix D.

Next Steps:

- Where pupils need to amend or improve a specific piece of work some pieces of work will be marked using a 'next step'.
- The next step is stated in child-friendly language and should be an action which the pupil is expected to respond to.
- The comments should be written at the end of a piece of work.
- They should reflect the learning objective (WALT) or the success criteria.
- Children are expected to read their comments, or in younger years to have their comment shared with them, then respond to the marking by editing and improving their work, using a purple pen or pencil.
- In EYFS, next steps are shared verbally with the children on a 1:1 basis.

- In KS1, children are given written next steps in child-friendly language and/or verbal feedback. Children are then given time to respond to their feedback.

Marking Guidance:

Marking at Hopton serves two purposes:

1. To provide information to the teacher which can be used to both assess current attainment and plan the next steps in moving the learning forward.
2. To provide useful information to the pupils informing them how to move their own learning forward.

In order to provide opportunities for both purposes, marking needs to be timely and efficient, so that teachers are able to adapt the next lessons and pupils are able to be activated as owners of their own learning (William, 2018). We believe this can be most effectively achieved by a combination of 'in the moment oral feedback/scaffolding' and 'whole class marking and feedback'.

Ongoing Marking:

Where children will be working on the same area/learning intention over multiple days, whole class marking should be used to adapt planning. Key successes, areas for development and common errors and misconceptions should be noted onto the marking sheet, along with the names of any key children. It is expected that this information will be used to plan/adapt the next lesson in the learning sequence. This ensures that children receive relevant, meaningful feedback along with specific instruction to move their learning on. There is also an expectation that key successes are regularly shared and celebrated with children as a way of them learning from each other. (Example sheets: Appendix B and C).

Written Feedback:

There is no expectation for written feedback to be recorded in children's books every day; however it is an expectation that pupils work is assessed following each lesson and assessment information used to inform next steps. This will be recorded on the feedback sheets (Appendix B and C) and indicated to pupils via a stamp (Appendix D). The majority of individual feedback will be given orally, either in the lesson or, after completing a whole class marking sheet, as part of the next planned activity. Written feedback has been associated with significant opportunity cost due to its impact on teacher workload. At Hopton, we believe that marking time is best spent collecting information that is then used to tailor lessons and activities to the specific needs of the pupils. Therefore, the only written comments in pupil books will be notes from scaffolding or occasional specific guidance added to move an individual's learning forward (whilst completing the whole class mark sheet).

Evidencing Progress from Practical Activities:

At Hopton we believe that it is crucial for children in all year groups to access their learning in a range of ways, including practical activities. There is no expectation that teachers should use photos of individuals completing these tasks as often the collection of these photos stops the adults in the room from scaffolding learning effectively, in addition to the significant opportunity cost of the administration involved with sticking these into individual books.

Therefore, practical work books are used in subjects such as humanities. When an activity is completed, the learning intention, some photos and a description of the activity should be stuck into the practical work book. This will be accompanied by an appropriate whole class marking sheet (either snapshot or ongoing) which should be stored in the class marking folder.

Self and Peer Assessment:

At Hopton we aim to implement strategies that encourage learners to welcome feedback (EEF report: Teacher feedback to improve pupil learning. 2021). As well as receiving feedback from the class teacher and teaching assistant, children are given regular opportunities for self and peer assessment. This creates an ethos of collaborative learning.

In order to show clearly where editing and self-assessment has taken place, children are required to write in purple. Children are expected to regularly reflect on their own learning and record an appropriate reflective comment or face (depending on age/attainment). When peer assessment is used, this is recorded on a post-it note and stuck into the pupil's book.

Appendix A:
Scaffolding Pupil's Learning



Self-Scaffolding

Highest level of pupil independence — they are independent learners, and this is our aim for **ALL** pupils. They can...

- Plan how to approach a task;
- Problem-solve;
- Review the success of task and how they approached it.

Example: To write an argument for or against wearing school uniform

SS: Pupil generates and records their ideas for and against, thinks through their opinion with reasons, completes independently.

Prompting

First level of adult interaction when a pupil can't self-scaffold to be successful at a mini-goal.

- Provide a prompt — saying or doing something to encourage pupil to draw on their own knowledge of what to do when they don't know what to do;
- Sometimes saying nothing can be a useful prompt — extra thinking time is sometimes all that is needed;
- Encouragement, a question or a statement but that doesn't give away the strategy or answer.

Example question: 'What do you need to do first?'

Clueing

Sometimes a pupil just cannot access what they need to do next. A clue is the smallest nugget or nudge needed to put them on the right track.

- Clues are specific to the task and much trickier than prompts;
- It requires making fairly quick decisions about interactions in the moment. Being clear about expectations and the small steps is key — listening to the input when CT explains will really help the appropriateness of the clues you give.

Example: 'Do you agree or disagree with wearing uniform? (This will provide the first section of their writing and get them started) ***Often, we jump in with a clue far too quickly — skipping the prompting stage.***

Modelling

A strategy or skill is modelled again.

- Step-by-step instructions may be given again, to support the pupil in practising a skill.

Example: 'Have a look at the board. Look at the list of advantages. Use the list of advantages to write your sentences.'

Correcting

Is simply providing the right answer or completing the task for the child.

- It requires no thinking by the child; the adult 'puts the words into the child's mouth'.

Example: 'Do you like wearing uniform? Is that because you prefer your home clothes? (The reason is provided to the pupil).

Appendix B: Marking Grid – Formative

Subject:	Activity:	Date:
Children below/working towards:	Learning Summary:	Children exceeding:
Next steps/Misconceptions:		

Appendix C: Marking Grid – Summative

Subject:	End of unit:	Date:
Link to QLA:		

Appendix D: Marking Poster

What does my marking mean?

I understand (objective met)

I'm starting to understand

I don't understand **YET**



Next Step – The feedback sheet will explain the next steps / what to do to improve your work

VF = Verbal feedback given
T = Supported by a Teacher
TA = Supported by a Teaching Assistant

~~	Try another word
//	New paragraph – new line
^	Missing word
?	Does it make sense?
sp	Spelling
.	Check and think
p	Punctuation