



Aston Rowant C+E Primary School

Marking and Feedback Policy

Vision: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. (Col 2:1-7)

Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

Strapline: Growing together, rooted in God, having fullness of life (Col 2:1-7)

Date of Policy: October 2025

Date of Policy review: September 2028

Head Teacher: Mrs H France

Date: 6th October 2025

Chair of Governors: Mr T Sowerby

Date: 6th October 2025

AIM OF MARKING AND GIVING VERBAL FEEDBACK:

Aston Rowant School's marking policy is aligned with our vision and mission, helping children to grow by focusing on meaningful, manageable, and motivating feedback for all children whether through live marking, written comments, or oral dialogue to identify specific successes and next steps for learning, rather than conforming to a specific type or quantity of marking.

- **Meaningful:**
Marking should provide clear, actionable feedback that helps children understand how to improve and progress.
- **Manageable:**
The marking process must not create an excessive workload for teachers, allowing sufficient time for lesson planning and preparation.
- **Motivating:**
Feedback should be constructive, identifying both strengths and areas for growth to encourage continued effort and engagement.

GROWTH OPPORTUNITIES

- It provides opportunities for prompt and regular written or spoken dialogue with the pupil;
- Teachers and pupils are clear about the learning objectives of a task and the criteria for success and that the marking is directly related to the learning objective;
- Teachers recognise effort as well as quality;
- Teachers provide specific constructive suggestions (next steps) about ways in which pupils might improve their work
- Teachers follow up the agreed targets with the pupil to see how far they have been achieved.

PUPIL CENTRED

- Pupils are encouraged to comment on the work themselves and self-assess using a RAG system.
- Pupils are given time to act upon the feedback given and work on next steps
- Pupils have the opportunity to peer assess

TEACHER CENTRED

- Teachers use the information gained together with other information, to adjust future teaching and learning strategies
- Teachers mark efficiently to illicit the information they need for GROWTH and future teaching whilst managing workload

GRATITUDE RESILIENCE OUTREACH WONDER TRUST HARMONY

Growing together, rooted in God, enjoying fullness of life. (Colossians 2:1-7)

SCHOOL CENTRED PRINCIPLES

- The marking policy is discussed whenever necessary to ensure that it is understood by all new members of staff and that practice continues to reflect school vision, mission and policy and is consistent across the school.

EFFECTIVE MARKING SHOULD:

- Focus on the task/learning objective(s)/success criteria and be given regularly;
- Should provide the teacher with a lesson evaluation;
- Confirm that the pupil is on the right track and suggest areas for improvement. Suggestions for improvement should act as 'scaffolding';
- Encourage pupils to comment on the work themselves before handing it in;
- Provide alternative solutions if a pupil continues to fail in the given task;
- Give pupils time to act upon the feedback given by the teacher;
- Help set the next piece of work;
- Provide a record of a pupil's progress;
- Help parents understand strengths and areas for improvement in their child's work.

PROCEDURES – PUPIL’S RESPONDING TO MARKING AND FEEDBACK

Whenever appropriate, teachers and TAs should provide individual verbal feedback to children and work should be marked with an ‘S’ inside a circle to indicate the support or with a ‘V’ to show verbal feedback has been given. Teachers and TAs should carry a black pen to enable this to happen during lessons.

When appropriate, during sessions a period of time should be given to allow children to access the feedback given and act on the Next Steps. This should be at the beginning of the lesson to ensure children have a clear understanding of their next step in making progress during that lesson. Corrections to work can be completed as an early morning activity if appropriate. Children should be given time to complete N.I.W. (Now I Will) responses to marking.

Children should be expected to act on the previous comment in their next piece of work, which is responding to the ‘I Wonder’ or *pink* marking. If a child successfully does this, the teacher (or person marking the work) will put a small green dot at the top of the page to indicate and record that the Next Step was met and responded to. If it was not met then a red dot is to be used. This will provide evidence that children are responding to marking.

The marking of children's work, either written or verbal, should be regular and frequent. It is expected that work is marked for the next lesson when appropriate. There should be a quality mark for at least 1 piece of English and Maths work per week. In topic, Science and other subjects across the curriculum, marking should link back to either English or Maths objectives in addition to that subject specific learning objective/success criteria.

Marking should be linked to success criteria, learning objectives or next steps for all children including the most able.

Marking procedures and marking standards should be consistently applied across the school and be used by Teachers, Teaching Assistants and Learning Support Assistants.

Work shall be marked in a **cursive script** using either a green or pink pen. Children will use a ‘purple polishing pen’ for corrections and responses to comments.

Thumbs up/level/down, signal system to indicate whole class understanding during all carpet sessions.

Maths: If a calculation is wrong, a cross will be put by the side for the children to try again and complete the calculation correctly. The correction should be in purple.

English - Creative Writing: In order to encourage children to write on their own, rather than remain totally dependent on copying, they must feel confident in the knowledge that their efforts are valued. Emphasis is placed on the content and use of vocabulary and the flow of imaginative ideas. (Obviously when pupils are concerned with idea and quality of the content, they will be less able to concentrate on all other skills, i.e. spelling, punctuation, sentence construction, letter formation etc)





Spelling: The maximum number of corrections is dependent upon the child; professional judgement will be used to assess this. In KSI, these should be from recent teaching points in Phonics lessons and therefore the teacher might expect them to be correct. High frequency words and those of a topical nature should be targeted for accurate spelling.

MONITORING AND EVALUATION

The monitoring of this policy will be the responsibility of the Head Teacher and subject leaders. Marking is monitored regularly by the Headteacher and recorded evidence is made. Marking will be reviewed termly in core subjects and during lesson observations. The Headteacher will regularly collect a cross section of exercise books from each year group.

Marking Symbols used across the school can be seen in Appendix I.

APPENDIX I

<i>Marking Symbols</i>	<i>Meaning</i>
	Very good work Exceeding expectations
	Well done Objective met
	Good Effort Emerging/ Working towards
	Think about... I wonder...
	Please finish your work in time You could have achieved more in the time
	Independent work
	Supported work
	Verbal Feedback given