



CHARLESWORTH SCHOOL

...from tiny acorns great oaks grow

Marking and Feedback Policy

2025 - 2026



Rationale

At Charlesworth School, we mark work with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are able to make a judgement about how effective these actions have been in improving pupil outcomes. This gives us information on which we can base future decisions about the development of the school.

Aims and Objectives

- To value children's work;
- To highlight and celebrate success;
- To support improvement;
To Identify next steps in learning;
- To motivate and build aspiration.

At Charlesworth School, we believe that the greatest motivational benefits and improvements will come from focusing feedback and marking on:

- The qualities of the children's own work, in relation to the learning objective and not on comparison with other children;
- Specific ways in which the child's work could be improved, and being given the opportunity to do so;
- Improvements the child has made in comparison to his/her previous work;
- The response the child has given to the teachers marking and feedback comments.

Principles and Procedures

Marking for Monitoring

We mark work to inform children about their achievements and next steps in learning. Marking can be done as 'live' marking which is carried out alongside the child and will more than likely be verbal marking and feedback. When relevant, a brief comment can be added to work/ in books and children should be given the opportunity to respond to the teacher's comment. Teaching Assistants should contribute to the marking process for the child or group of children they have been working with, and initial.

In KS1 and throughout KS2 (where appropriate) work should be annotated to show whether it has been completed:

- Independently **I**
- With support **WS**
- With TA support **TA**

It is assumed throughout KS2 that work is completed independently unless stated otherwise.

Marking to Motivate

Work is marked with the purpose of motivating children and encouraging them to improve their work. A brief positive comment, sticker, stamp or symbol, stars or Dojo points can be awarded as appropriate. Where verbal feedback is given, this will be indicated by **V** and a brief comment made.

Quality Marking

Quality marking gives the opportunity to focus closely on an individual or group of children, with the intention of moving learning forward. This can be done, if and when the teachers feel it is beneficial to them and the children. There will be no expectation placed on teachers to do this regularly, as verbal feedback is recommended for more in depth marking.

When chosen, quality marking will:

- Be positive and celebrate effort and achievement;
- Relate directly to the learning objective;
- Indicate next steps for improvement;
- Provide a prompt which closes the gap;
- Be supported with time and opportunities to reflect upon and respond to the feedback given.

Peer and Self-Assessment

Pupils should be taught to be self-analytical in their work, checking it for accuracy and using defined success criteria to improve (see School Assessment Policy, available for download from the school website). This can be done collaboratively through Peer Assessment where one pupil supports another to improve their work. Alternately, a pupil can self-assess their work. There should be evidence of self and peer assessment using success criteria for all children to demonstrate that they have checked against the success criteria, before the teacher checks and comments.

Maths

Corrections should be marked with a ● and then re-checked by the teacher. If a pupil has achieved a learning objective, the teacher may set a challenge to demonstrate whether the pupil can apply that skill in another context.

Literacy

Pupil work will be marked in reference to specific learning objectives taught and in relation to their own targets e.g., use of fronted adverbials or noun phrases.

In addition, marking will focus strongly in the basic use of grammar, punctuation and spelling to ensure consistency and application of learned skills:-

- Spellings should be underlined with a wavy line



- New paragraph



Full stop/capital letter/punctuation



Foundation Stage

Evidence is collected daily focusing on the seven areas of the Early Years Foundation Stage Curriculum through child initiated learning. Group assessments showing adult-led activities will also be collected daily.

Marking will include:-

- Reference to children's understanding not made evident through their work;
- Marking with an **I** for independent and a **WS** for with support.

The school currently uses an on-line learning journey that records observations and comments related to learning that is not in written form. This is gathered daily by EYFS staff and uploaded to the child's individual portfolio on Class Dojo.

Equal Opportunities/ Inclusion

At Charlesworth School, we are committed to providing effective learning opportunities for all pupils and apply the principles of the Equality Act 2010 in to our curriculum planning and teaching. We challenge all children regardless of ability reach their potential. We meet the needs of all children by setting challenging learning opportunities and measuring progress from the various starting points so that all achievements can be celebrated. Giving pupils with SEND access to these opportunities may mean that we vary the context of the activity or the medium to record achievement e.g., video recording or IT generated work. In all cases the principles of this policy will be applied.

Homework

The Home/School agreement states that families will support their children with homework and home learning opportunities, therefore homework will not always be marked in detail and may involve verbal feedback within school.

Other Subjects

Marking in all subjects will be in line with this policy to ensure that there is a clear and consistent approach to marking that children understand. Not every mistake will be corrected and spelling mistakes will be selected for correction. Feedback will be given in relation to the specific learning objectives in order to celebrate achievement or identify mistakes and next steps.

Roles and Responsibilities

Headteacher

- To ensure that all staff and Governors understand that the purpose of marking is to enable Charlesworth School to develop and improve its effectiveness and pupil outcomes;
- To carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Headteacher (e.g., performance management, budget monitoring)

The Governing Body

- Agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated;
- Support and reinforce the view that the purpose of marking and feedback is to enable the school to develop, recognise achievement of pupils and sustain continuous progress;

Subject Leaders and Teachers

- Ensure that colleagues and team members understand that marking is about development and recognising achievement;
- To implement the policy consistently including the use of specific marking codes.

Monitoring and Evaluation

At Charlesworth School, we aim to promote retention and application of learned skills. Therefore, marking must be stringent and accurate to support such judgements. Consistency of symbols and procedures is crucial to ensure rapid progress in learning.

Therefore, regular monitoring and evaluation will take place to ensure that the quality of marking is in line with this policy and has a demonstrable impact on learning and progress of pupils. This will be achieved through:

- Regular work scrutiny at staff meetings and during Headteacher observations.
- Pupil dialogue both through Pupil Conferencing and Headteacher observations to ensure pupils know what they have achieved and what they need to improve.

The Headteacher and Governing Body will review the implementation of the Marking and Feedback Policy in line with the agreed schedule for policy review.

Staff and governors will be involved and asked to contribute to the review and all staff will be informed of the outcome of the review.

Agreed marking codes

I	Child has carried out work independently. <i>In KS2 it is assumed all work is I unless otherwise stated.</i>
WS	Child has carried out work with support on the teacher.
TA (plus initials)	TA assisted work plus the initials of the TA who has supported the child or group
V	Verbal feedback and brief comment discussed between pupil and teacher/TA
●	Incorrect answer
⋈	Incorrect spelling
//	New paragraph
○	Capital letter, full stop or punctuation missing