NORTH YORKSHIRE
RURAL SCHOOLS FEDERATION

Effective Marking and Feedback Policy

Love, Learn and Grow Together

At Foston and Terrington Church of England Schools our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity, is rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control' (Galatians 5 v 22-23). Our core Christian values, love, joy, patience, and self-control are fostered in the pupils and staff, building an ethos where all can flourish.

At Stillington and Langton Primary Schools our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity is rooted in the core values of love, joy, patience, and self-control. These core values are fostered in the pupils and staff, building an ethos where all can flourish.

Agreed: October 2026

Next Review date: October 2027

‘Feedback is one of the most powerful influences on learning and achievement’

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

This policy sets out the procedures agreed by the schools to ensure a consistent and impactful approach to Effective Marking and feedback at Foston, Langton, Stillington and Terrington Primary Schools.

Effective feedback given to pupils through marking, verbal feedback and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria, enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback are integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aim to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning and contributes to accelerated learning.
3. Support teachers’ assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, selfassess and evaluate their own learning.

2. Processes

Five types of marking and feedback occur during teaching and learning at Foston, Langton, Stillington and Terrington:

- Teachers’ well considered intervention to prompt deeper thinking and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis.
- ‘Light’ marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils’ work where appropriate.
- Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning i.e at the end of a piece of writing in English
- Self-assessment and peer assessment of the attainment and success of a piece of work.
- Live marking of work in which work is marked during the lesson and children are given instant feedback to move the learning forward.

Please see appendix 2 for examples of marking.

3. Procedures and responsibilities for Marking and Presentation

Teaching Staff

- All marking by teaching staff is to be carried out in purple pen
- All marking is to be done in a clear, legible handwriting in line with the handwriting expectations of pupils in their class.
- All pupils work will receive assessment by teaching staff and appropriate marking will take place.
- Verbal feedback is encouraged to take place and VF written in pupils books to reflect this. The feedback will allow the pupil to meet their learning objective, challenge the pupil or address gaps in their learning through supportive discussions - – See appendix 1
- All pupils' objectives will be colour coded following the below traffic light to assess their learning of each session – See appendix 1
- Teachers will use this assessment of pupils learning to adapt future lessons, conduct mini-plenaries to address misconceptions and plan additional support where appropriate.
- It is the responsibility of the teaching staff to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.
- Subject leaders across the federation have a responsibility for monitoring that the policy is being used in their particular curriculum area.
- It is the responsibility of the Head of schools and executive headteacher to liaise with the Subject Leaders to ensure effective implementation of this policy. They will then feedback to the Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

Children

- All marking by children is to be carried out in green pen
- All work should have a Lesson objective and a date
- Short date written in KS1 (Long date towards the end of year 2), long date in KS2 and short date in Maths for KS2
- All sentences will start with a capital letter and end with a full stop
- Where appropriate, tables, diagrams and arrows/linking lines etc. will be drawn using a pencil and ruler.
- All books should reflect pride taken in work
- Mistakes should be crossed out with a single line with a ruler

Developmental marking:

When identifying specific success, the respective work in the pupil's book, this will be identified in yellow highlighter. When identifying an area for specific improvement, the respective work in the pupils' book will be identified in pink highlighter.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. At the end of an extended writing piece, as per the long term plan, teaching staff should praise pupils, for what they have successfully achieved linked to their assessment criteria for their specific year group, situated in the front of their English books, and give a written next step to allow them to meet or exceed their year group expectations as well as having a target to focus on. Please see appendix 2 for examples.

Self-assessment

Pupils will often participate in self-assessment, checking their own work and giving themselves feedback to identify one positive aspect of their work and an area for improvement. This will be carried out in green pen.

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This is to be carried out using green pen. Children may correct the spellings in a peers' book, so long as green pen is used to make the correction.

Responding to comments

Pupil response to comments should be made in green, so that it is clear they have been completed. If in KS1 or FS this is verbal, it should be recorded at such by teaching staff. Response should be made as soon as reasonably possible in order to support pupils effectively.

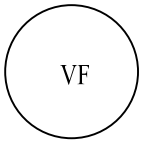
4. SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may include:

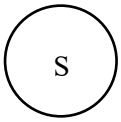
- Writing comments for specific pupils in an accessible colour
- Supporting pupils to read comments
- Recording verbal feedback and response.

The SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate

Appendix 1 - Marking Symbols



Teacher has given verbal feedback to the child
(Words can be included e.g. full stops)

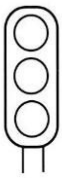


Support was given to a child to complete the work by an adult in class

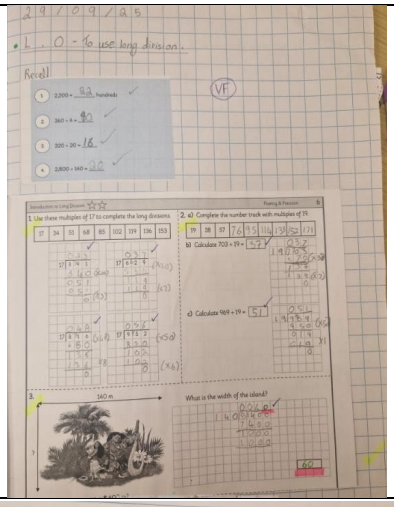
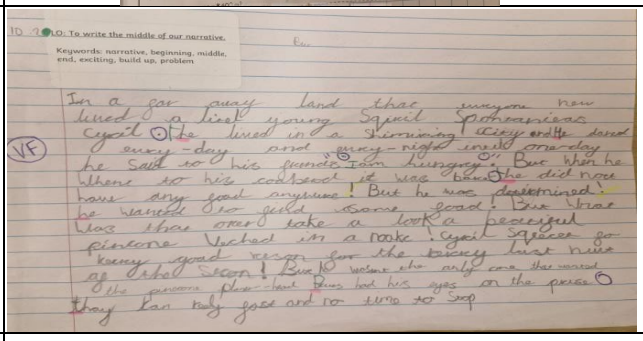
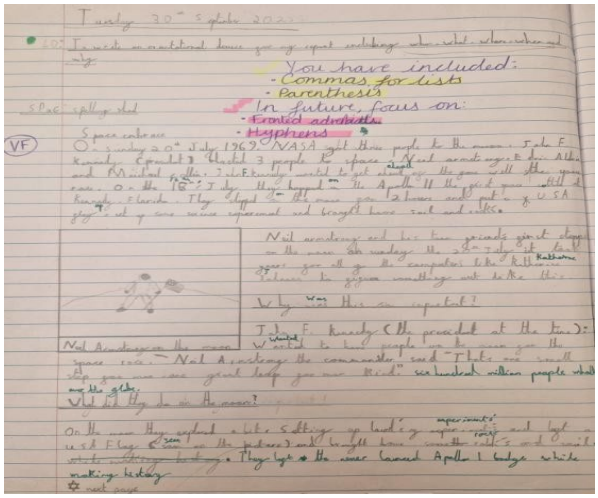
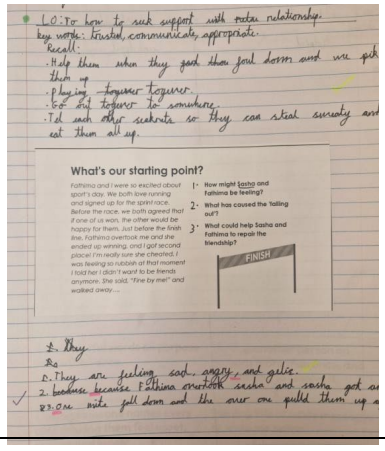
Yellow for Yippee (for a positive learning objective met)

Pink for Think  (for next steps for the children)

Polishing Pen for  children to show their reply to the marking or to show peer assessment

Traffic lights the learning  Used by the teaching staff to show if learning has been met at the beginning of objective.

Appendix 2. Examples of marking & requirement

Subject	Example	Marking requirements
Maths		• Front of objective colour coded (traffic light) • Yellow/purple ticks for correct • Pink mark under corrections needed – example may be given to support pupil • Verbal feedback given where possible and pupils respond in green pen
English Build up work		• Front of objective colour coded (traffic light) • Yellow/purple ticks for correct • Pink mark under corrections needed – example may be given to support pupil Verbal feedback given where possible and pupils respond in green pen
English writing piece		• Front of objective colour coded (traffic light) • Yellow tick with a written comment when a longer piece of writing , as part of LTP, is completed linked to objectives for National Curriculum (N.C) year group. • Pink next step written to move pupils learning forward linked to N.C year group.
Science and Foundation Subjects		• Front of objective colour coded (traffic light) • Yellow/purple ticks for correct • Pink mark under corrections needed – example may be given to support pupil • Verbal feedback given where possible and pupils respond in green pen