



Rokeby Primary School
Marking and Feedback Policy

Policy date	September 2025	Author	Vicky Allan/SLT
Approval date	September 2025	Approved by	Governing body
Review date	September 2027		

Intent

Marking and responding to children's work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout our school. It informs and enables staff, children and parents/carers in this process.

The way in which we respond to pupil's work inevitably communicates signals to the children. These signals are likely to affect their own judgements and feelings about their levels of achievement/attainment and the ways in which they are working. All comments/responses therefore, in whichever form they may take, must be constructive and based upon evidence which the children understand and can relate to.

Implementation

There will naturally be some difference in the marking used by teachers taking account of the age of the children. All children are entitled to regular feedback on their learning. Therefore, all teachers and teaching assistants will give feedback verbally or written (at the discretion of the adult) as an essential part of the learning and assessment process. Consideration is always given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are correct when they are not; and will be encouraged to self-correct and then have this checked by an adult.

At Rokeby, we ensure that marking is age appropriate so that children are able to read and respond to the comments made. We call this RAR (read and respond). Where children are unable to read and respond in the usual way verbal feedback will be given.

Marking will:

- Use of stampers/clear initials indicating level of support in all areas of learning such as independent or adult assisted.
- Aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning.
- Be live, where possible- 'next step in the moment' Whilst pupils are working the teacher circulates and gives feedback on their work by asking questions or giving hints or through modelling and scaffolding next steps. Pupils review and correct their work immediately.

Marking in English books

- Where significant written work is part of the learning, teachers and teaching assistants will 'next steps'.
- Indicate where there are spelling, punctuation and grammar errors for children to self-correct- an adult to check that this is completed correctly (see appendix 1 for symbols).
- Staff to use 'live marking' when possible and respond within that lesson to misconceptions. Whenever possible, marking and feedback involves the child directly.
- Marking and feedback provides a basis for both summative and formative assessment that will inform future lesson planning.
- Marking will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work)

Marking in maths books	• Staff to use 'live marking' as much as they can and respond within that lesson to misconceptions. Whenever possible, marking and feedback involves the child directly. • Staff to 'tick' correct answers and 'c' (check) for incorrect answers. • Challenge questions and reflections are included as part of White Rose Maths, staff may prompt children with a further question or statement, to extend their learning.
Marking in foundation subjects	• Writing- indicate where there are spelling, punctuation and grammar errors for children to self-correct- an adult to check that this is completed correctly (see appendix 1 for symbols). This is only on significant/extended pieces of writing. We have the same expectations for writing in Foundation subject books that we have in English books. • Practical activities-photograph the practical work and add a challenge question/statement for children to respond to. • Tick the WALT if children have achieved the objective-if they have not, staff to annotate planning for the lesson.

Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy in a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Signed: *v allan*

Date: September 2025

Appendix 1

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Underline spelling errors <u>thay</u>	Underline/write 'sp' for spelling errors <u>thay</u> th^{sp}ay	Write 'sp' in the margin for each spelling error (sp x 2 if there are 2 etc.) sp They ran quikkly to the park.
Circle missing capital letters and punctuation rokeby I live in Rugby 	Circle missing capital letters and punctuation rokeby I live in Rugby cant	Write 'pu' in the margin for each piece of missing punctuation pu That is Jakes hat.
	New paragraph needed //	Write CL in the margin for missing CL I live in rugby. capital letters
		/ / in the margin when there should be a new paragraph
		Place brackets around sentences that are structured incorrectly, incorrect tense etc. (This afternoon, I will walked to the shop.) I will buy some bread.