

Lydney Church of England Primary School



'A caring Christian community where every child achieves a love of life and learning'

Luke 10: 25-37

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

FEEDBACK & MARKING POLICY

Policy Lead Committee: Lydney Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:

K. Davey, Chair of Committee

Date: 12th May 2025

Policy Date: Summer Term 1 2025

Review Date: Summer Term 1 2027

Review Frequency: 2 Years



'A caring Christian community where every child achieves a love of life and learning'

Contents

1. Aim	3
2. Policy.....	3
2.1 Feedback	3
2.2 Marking	3
2.3 Marking in Mathematics	4
2.4 White Rose Maths	4
2.5 Morning Activities	4
2.6 Peer Marking	4
2.7 Feedback in EYFS	4
Appendix 1.....	6
Appendix 2.....	7



'A caring Christian community where every child achieves a love of life and learning'

1. Aim

At Lydney Church of England school we believe that all children's work is valuable and should be treated with respect. Providing effective feedback through reflecting, correcting and extending skills and knowledge is essential in order to move learning forward.

2. Policy

2.1 Feedback

Feedback aims to accelerate and direct learning to celebrate success and highlight next steps. Wherever possible, feedback will take the form of a conversation (either verbally or as responses to written comments) between learner and teacher. Where verbal feedback has taken place, this will be indicated using the code VF.

Written feedback using pink and green pens will provide **positive comments – Tickled Pink** and **points for reflection / correction / next steps – Green for Growth**. Children will edit and improve their own work using **purple polishing pens**. Learners will be given time to act on feedback provided.

2.2 Marking

In Reception and Year 1, stampers will be used as a method of feedback alongside some marking comments (Appendix 1)

Marking codes outlined in Appendix 2 are used to provide feedback. These codes will be displayed in every classroom.

When marking spellings in a piece of written work, teachers will exercise their professional judgment as to which words and how many words should be corrected. This will be based on the child's individual learning needs.

The following support codes are written in books by staff giving an indication of the level of independence of the pupil when producing the work.

Independent	I
Supported	S
Minimal Support	MS
Scribed	SC
Equipment used	E



'A caring Christian community where every child achieves a love of life and learning'

2.3 Marking in Mathematics

When marking mathematics work pink comments will highlight success against the learning objective and green pen will be used to give next steps feedback or to address mistakes and misconceptions. Next step feedback can be given in the following ways:

- A reminder prompt e.g. *Look at your calculation, explain to me what the problem was and how you tackled it.*
- A scaffold prompt e.g. Model a method then provide children with an example to attempt or direct them to have another go at a question.

Correct answers will be marked with a pink tick. If children have made a mistake then any answers that need to be corrected should be marked with a green dot. Once corrected, these will be marked with a green tick.

Children are supported through small group or 1:1 same / next day intervention as a means to act on feedback and move forward in their learning.

2.4 White Rose Maths

White Rose scheme encourages pupil-teacher dialogue throughout the lesson. As such, the majority of feedback will be given immediately in verbal form. There will be occasions where it is appropriate to apply the next steps feedback outlined above.

2.5 Morning Activities

Feedback is an essential part of morning activities; however, these are not always marked. Where marking has not taken place, children will be provided with feedback either on an individual, small group or whole class basis and this will be evident through the use of the code VF.

2.6 Peer Marking

Where peer marking is used it is monitored by the class teacher and if necessary, feedback will be provided in line with this policy.

2.7 Feedback in EYFS

In EYFS, the majority of feedback will be provided verbally. In learning journeys, where an activity has been initiated by the child, work will be annotated using the code CI.



'A caring Christian community where every child achieves a love of life and learning'

Any adult led work that has been recorded by the child will either be marked with stampers or pink comments saying what the child can do and green comments for next steps. These comments link to the Development Matters and are to inform the adults not for the children to read.

This policy supports the Teaching and Learning policy.

This policy is available on the school website: www.lydneycofe.co.uk/policies/.

Paper copies are available on request from the School Office.

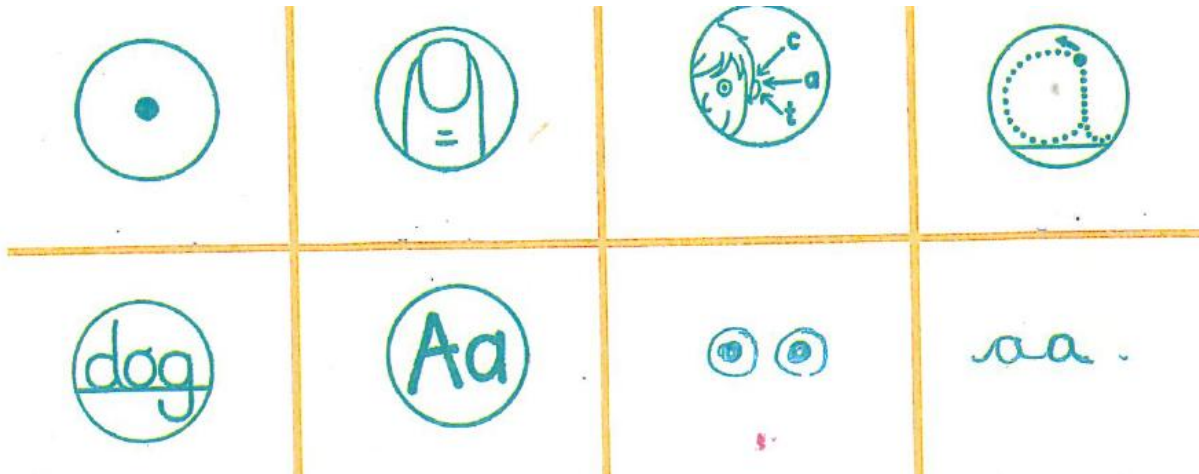
Appendices overleaf



'A caring Christian community where every child achieves a love of life and learning'

Appendix 1

Key Stage 1 Marking Stamps



Independent	I
Supported	S
Minimal Support	MS
Scribed	SC
Equipment used	E



'A caring Christian community where every child achieves a love of life and learning'

Appendix 2

Marking Code

//	New Paragraph
Sp	Spelling
P	Punctuation
VF	Verbal feedback given
^	Insert
G	Grammar
O	Omission
*	Insertion placed on bottom/reverse of page
[]	Remove Section
Ⓐ	Capital Letter
Ⓕ	Check it makes sense
⋮	Think about/next steps
Ⓘ	Conjunction
	Tickled Pink
	Green for Growth
	Editing/redrafting - Purple 'polishing' pen