



---

## **Newton Primary School**

### **Marking and Feedback Policy**

#### **1. Aim**

At Newton Primary School, our marking and feedback aim to help children understand what they have done well, what they need to improve and how to make progress. Feedback builds confidence, supports learning and helps teachers plan next steps.

Our marking and feedback ensure that pupils:

1. Know what they have achieved and what to do next.
2. Build confidence as learners.
3. Help teachers identify next steps in teaching.
4. Learn to assess and improve their own work.

#### **2. Types of Feedback**

We use four types of feedback:

1. **Verbal Feedback**

Quick, in-lesson guidance to address misconceptions, prompt deeper thinking and support progress.

2. **Light Marking**

Acknowledges completed work and general success.

3. **Developmental Marking**

Gives precise comments for improvement and requires a pupil response.

4. **Self and Peer Assessment**

Children reflect on their work against success criteria

#### **3. Marking Procedures**

- Green highlighter = Great work achieved
- Pink highlighter = Needs improvement
- All work must be at least light marked.
- In English, each pupil should have two pieces of writing developmentally marked each week. All Maths should be marked.
- Pupils respond to marking in green biro pen.
- No more than three spelling corrections per piece (if appropriate).
- Marking should be clear and follow the school's handwriting style.

### **Developmental Marking**

- Pink highlights and comments identify areas to improve.
- Green highlights and comments identify success.
- Feedback may focus on:
  - correcting misconceptions
  - extending understanding
  - improving accuracy (e.g. punctuation, number work, grammar)
  - adding something in that will improve the work overall
  - presentation
  - responding to a question or challenge

Support Staff should note what support they have given, so the class teacher understand the level of independence the child has had to complete the work. Staff may add the word SUPPORTED or the staff can write a note to say what has been supported. For example; CW supported with sounding out for spelling.

### **4. Self and Peer Assessment**

Children will use green pens to mark work as it is evident to other adults that the work has been self marked.

This helps children reflect and take ownership of progress.

### **5. Pupil Response**

- Pupils respond to developmental marking in **green biro pen**.
- Responses should happen as soon as possible, ideally at the start of the next lesson.
- Verbal responses in EYFS/KS1 should be noted by the adult.

## **6. Role of Other Adults**

- Support staff may mark work they supervise and must follow school policy.
- Supply teachers must mark all work and add **SUPPLY** to the page.
- Students may mark work but the class teacher must check it.

## **7. Inclusion**

Marking must be accessible to all pupils according to their needs. Adjustments (e.g., readability, verbal recording) should be made where appropriate.

## **8. Monitoring**

The SLT and Subject leaders will monitor marking through work scrutiny and pupil voice to ensure consistency and impact on progress. It will also be monitored through subject leadership time.

## **9. Review**

This policy will be reviewed regularly to ensure it continues to support high-quality teaching and learning. This policy is due to be reviewed in February 2026.