



Lowerhouse Junior School, Burnley

MARKING AND FEEDBACK POLICY	
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Inspiring a lifelong love for learning

Aspiration

Integrity

Respect

Resilience

Aspiration Integrity Respect Resilience

The marking and feedback policy at Lowerhouse Junior School is a working document which generates and informs good practice within our school.

It is a means of promoting effective learning and teaching to challenge children to achieve their very best.

Policy Principles

Marking and Feedback should:

- Develop a partnership with children and encourage a dialogue for learning between children and adults.
- Involve feedback by all adults working with children
- Be reflective of the positive, yet rigorous, learning culture of Lowerhouse Junior School.
- Be written or oral
- Be immediate or reflective
- Give opportunities for children to respond to marking and feedback in a timely manner
- Identify successful learning and highlight areas for improvement or challenge
- Focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar, punctuation and presentation should also be commented on - as appropriate.
- Take children's targets and their progress towards them into account
- Focus on positive, constructive feedback and promote high expectations and engagement in learning.
- Follow consistent practice throughout the school.
- Develop a culture which allows mistakes and risk-taking.

Feedback and Marking within the AFL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (e.g. clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities, etc)
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking; learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements in the lesson.
- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement

Marking Strategies

***Marking has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement.'* (Shirley Clarke)**

It is an expectation that the professional who leads the session will mark the work and give feedback to the children. This includes supply teachers and support staff.

Verbal Feedback:

Given by an adult in the presence of the child or group of children. This may happen while the children are working or after the learning has taken place. A record of this could take the following forms:

- Annotated notes on plans
- Observations in Learning Journals
- Summary notes or marking codes on children's work

- Summary notes written by children

Distance Marking:

This takes place away from the children and gives opportunity for further analysis and reflection on children's' progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors. When distance marking, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained?
- Are comments spelt correctly?
- Has the school handwriting and presentation policy been followed when writing comments?

Self-assessment and Evaluation:

Pupils are given the opportunity to reflect on their own learning; identify progress towards success criteria/targets, etc. and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work).

Peer assessment and Evaluation:

Pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement

Quality Marking

It is important to recognise that marking can take place on many different levels; completion of work can be acknowledged or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can be quality marked and it is the responsibility of the teacher to ensure that their marking structure within their classroom is focused and is able to move children on. The emphasis of the marking should be on both success and improvement needs against the learning objective. This can be either oral or written, but should always be focused firstly upon the learning intention and secondly on other features. For this to be successful children need to understand both the learning intention and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work.

Marking should be positive, clear and appropriate in its purpose – it needs to offer constructive feedback linked to the learning objective. The outcomes need to inform planning, teaching and learning. Children need to be able to read, understand and respond to comments. Celebration of work using stamps, stickers and rewards.

Strategies for quality marking

Quality marking will be used where appropriate to highlight the children's learning and understanding and to provide adult support for the next step in learning.

- Teachers will always provide a positive comment relating to the learning intention and a next step for the pupil (To improve.....).
- For English and Maths, children will use identified success criteria (e.g. 'I Can' statements, Checklists and Steps to Success) to identify their personal successes and areas for development.
- Children to be given time to respond to the comments they have been given during fix it time in a timely manner after the lesson has taken place.

Closing the Gap Prompts:

A reminder prompt – Simply reminds the children of what needs to be improved in connection with the learning objective/success criteria, e.g. Say more about how you feel about the person. This is more suitable for more able children.

A scaffolded prompt- This is suitable for those children who need more support than a simple reminder. This prompt provides some support, e.g. in the form of a question: can you describe how this person is a good friend? or, describe something which happened to show they were a good friend, or, He showed me he was a good friend when..... (Finish the sentence). It may also take the form of a short cloze procedure.

An example prompt – Extremely successful with all children but especially with the less able. This prompt gives the child the actual choice of words or phrases e.g. choose one of these of your own: He is a good friend because he never says unkind things or my friend is a friend because he is always nice to me. It may also involve examples from which to choose.

For example, when using the LI 'To use adjectives to describe' the following may be used:

Reminder Prompt	You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is?
Scaffold Prompt	What kind of monster was he? Change 'bad' for a word which makes him sound scarier.
Example Prompt	Instead of the word 'bad' you could use: terrifying, ferocious, spine-chilling

Also, when using the LI 'To identify the calculation needed to solve a problem' the following may be used:

Reminder Prompt	You have used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.
Scaffold Prompt	3 bags of sweets at 25p each. Instead of $25+5+25=$ you could do $25 \times ? =$
Example Prompt	6 bricks at 10cm high. Instead of repeated addition, you could try multiplication: $6 \times 10=$ or $10 \times 6 =$

(For further examples, see 'Differentiated closing the gap prompts and examples' in Appendix D)

Organisation and Practice

At Lowerhouse Junior School we have agreed to:

- Ensure that children are always provided with success criteria, which is related to the learning intention, so that they are clear about expectations.
- Use a variety of marking and feedback strategies to develop self-evaluation.
- Complete distance marking which is accessible to children and manageable for teachers possibly by the use of a marking timetable agreed with the class.
- Model good practice in marking.
- Provide verbal feedback wherever class discussion takes place.
- Use the school's system of codes which can be used as part of the marking process and which is consistent throughout school.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be informative the information must be used and acted upon by the children.

When marking, teachers at Lowerhouse Junior School will:

- Use a green pen.
- Ensure that English and Maths are marked on a daily basis.
- Ensure that Science is marked on a weekly basis.
- Ensure that feedback in foundation subjects is given throughout each unit/theme/topic.
- Ensure that oral feedback is an integral part of daily teaching thereby impacting on progress within a lesson.
- Quality mark a piece of work at least once a week in Maths and English.
- Use School's agreed marking codes (**See 'Marking Codes' – Appendix A**)

KS2 marking will be based on:

- Agreed marking codes
- Verbal feedback
- Success criteria, e.g. marking ladders, 'I can' statements, etc. as outlined above
- Self and peer evaluation
- Target sheets

Marking towards summative assessment

For Reading and Writing, work will be assessed using KLIPS and NFER assessment. Maths will be assessed using Red Rose Assessment materials. Moderation and analysis of these will then be used to help track pupil progress and inform targets for the next steps.

It is expected that at least 6 pieces (on average one piece every 2 weeks) of writing will be detail marked and tracked using the KLIPS materials each term.

Parents

It is important that parents are aware of how the marking system works. At the beginning of each year parents will be sent a letter explaining the marking system in the school. The parents of children joining mid-year will have the marking policy explained to them. Parents will also find the policy on the school website. Parents could be encouraged to help their child self- mark homework activities.

Monitoring and Review

To ensure a consistent approach throughout Lowerhouse Junior School the following will be used to monitor and review the impact of this policy:

Work scrutiny by head teacher and subject leaders

Lesson observations

Assessing using agreed format

Impact on summative assessment results

Pupil conferencing and interview

Appendices

School Marking Codes

Appendix A

APPENDICES

Key Stage Two Marking Codes

- you have made a mistake
- ✓ this is correct, a good point
- ✓ ✓ excellent idea, well done
- ✓ Learning Intention has been met (next to the title)
- ✓ ✓ Learning Intention has been developed (next to the title)
- ➡ next steps
- ? I do not understand this.
- ^ a word is missing
- sp spelling mistake (possibly underlined as well)
- p punctuation
- / new line should have been started
- // new paragraph should have been started

- T teacher supported activity
- TA teaching assistant supported activity
- I Independent work
- VF verbal feedback
- PA peer assessed