

Marking Feedback

POLICY

School Name

St. Andrew's Southgate

Updated

September 2025

Review Date

October 2026



Do justice,
love kindness
and walk humbly
with your God Micah 6.8

At St Andrew's Southgate, we acknowledge the important role marking and feedback plays in a child's learning. We believe marking and feedback should be constructive for every child, focusing on success and improvement needs against learning objectives and success criteria; supporting children to become reflective learners and recognising achievement and encouraging progress. High standards of presentation are expected in all work across the school to ensure consistency and progression.

Marking and Feedback should:

- be manageable for teachers;
- relate to learning objectives and success criteria and shared with the children;
- be consistent throughout the school with agreed marking codes;
- involve all staff working with children in the classroom;
- give pupils the opportunity to critically analyse their own work against clear objectives and success criteria
- set time for children to read, reflect and respond to marking, verbally or written;
- inform planning and individual targets;
- be planned or spontaneous;
- be in meaningful child friendly language;

Marking and Feedback in Reception and Early Key Stage 1

In Reception, and at the beginning of Year 1, feedback and marking are primarily oral, immediate, and formative. This approach encourages and guides children in their learning by providing positive, age-appropriate support that fosters progress, confidence, and independence. Staff may write brief comments with the child or annotate work, mainly to support adult understanding, track progress, and gather evidence for the EYFS. In some cases, this practice continues into Key Stage 1, where it is expected that work is often marked with pupils during or immediately after the lesson, ensuring feedback is timely and meaningful.

Highlighting

In all feedback green highlighting is used to indicate children's success and demonstrates where there is evidence of learning objectives and success criteria being achieved. The purpose of this method of feedback is to inform the pupil of how well they have fulfilled the success criteria and understood the learning objective and to give them a focus in order to improve their work.

Yellow highlighting indicates something that needs to be improved. Children learn to identify and respond to the yellow highlighting presenting their improvements in red pen.

Detailed Marking

Where appropriate, children are expected to respond to improvement prompts.

There are three types of improvement prompt:

- **Reminder Prompt**
This prompt offers a gentle reminder about a specific aspect that could be improved.
Example: "Can you further explain how you feel about this person?"
- **Scaffold Prompt**
This prompt provides additional guidance, such as a focused question or a directive, to help support and structure the pupil's response.
Example: "Describe how you feel about this person and explain why you feel this way."
- **Example Prompt**
This prompt offers explicit examples or possible phrases to use in a response.
Example: "You could write, 'I feel happy when I am with this person because...', or 'This person makes me feel safe because...'"

Classroom time is given during the week to make this improvement.

Marking to Improve Basic Skills

The marking of presentation, punctuation, grammar, and spelling is an ongoing process and should follow the same principles as our response to feedback model. Pupils are given dedicated time to act on suggestions for improvement, ensuring feedback leads to progress. Where appropriate, these points for development are linked to individual targets.

- **Spelling**
Spelling errors are highlighted in yellow. Pupils are provided with an opportunity to write out the correct spelling of highlighted words, supporting their ongoing development.
- **Presentation, Punctuation, and Grammar**
Feedback on these aspects is clear and specific. Pupils are encouraged to edit and improve their work in response to feedback, helping them to embed good habits and meet their targets.
- **Mathematics**
Number reversals are highlighted, and pupils are given the opportunity to practise writing numbers correctly.

Assessment for Learning

Assessment for Learning is a central aspect of our marking and feedback approach at St Andrew's Southgate Primary School. While marking in Maths and English may differ in style, effective marking and feedback in both subjects are driven by ongoing formative assessment.

Mathematics

Teachers use formative assessment strategies throughout each unit to identify gaps in understanding and to ensure all pupils are appropriately supported and challenged. This includes regular questioning, observation, and analysis of pupils' work to inform next steps in teaching and learning.

Pupils correct their errors in red pen, either independently, with peers, or with an adult, encouraging ownership and reflection on their learning. If all answers are correct, the teacher provides a challenge comment or task to further extend the pupil's thinking.

At the end of each topic or unit, teachers carry out an end-of-topic assessment marked against clear success criteria. This allows teachers to measure progress, celebrate achievements, and identify any remaining gaps in learning. Any misconceptions or errors identified in these assessments are promptly addressed—either individually or, if a group of pupils share similar misconceptions, through an objective-focused intervention planned by the class teacher. The outcomes of these assessments directly inform future planning and targeted support.

English

Formative assessment is embedded throughout the teaching of English, with teachers using ongoing feedback, questioning, and analysis of pupils' work to guide instruction. At the end of each English unit, pupils complete an extended piece of writing. Before teachers mark the final written piece against the success criteria, pupils are encouraged to critically analyse their own work—either independently or with a peer—using the same criteria. Pupils use a red pen to number the margin, identifying where each objective appears in their work, and may underline relevant sections of text if necessary.

When marking, teachers highlight good examples of work in green and areas for development in yellow. Basic skills and misspelled high-frequency words are corrected as part of the feedback process. Spelling areas identified by the teacher are noted, and pupils are encouraged to add these to their personal spelling list at the back of their books. This approach ensures marking is purposeful, supports pupil reflection, and provides clear next steps for improvement.

Peer-assessment

Occasionally, children will mark work in pairs as part of our commitment to developing reflective learners. To ensure this process is effective and supportive, the following principles apply:

- **Modelling**
Peer-assessment is introduced and modelled by the teacher with the whole class, so that pupils understand how to give constructive and respectful feedback.
- **Focus on Success Criteria**
Pupils are guided to identify aspects of their partner's work that meet the success criteria and to offer specific suggestions for improvement linked to the learning objective.
- **Collaborative Dialogue**
The process is designed to encourage meaningful discussion between pupils, with both partners actively engaged in reviewing the work—rather than one child taking on the role of 'teacher'.

This approach helps pupils develop critical thinking, self-reflection, and communication skills, while reinforcing their understanding of the learning objectives.

Marking Homework

When marking homework, it is sufficient to acknowledge that the work has been reviewed. As homework is set primarily to consolidate learning from class, it is not necessary or appropriate to apply the full success and improvement marking model or to provide detailed written feedback. A simple acknowledgement, such as a tick or brief comment, is adequate to indicate that the homework has been checked.

Use of Artificial Intelligence (AI) in Marking

We recognise the potential benefits of artificial intelligence (AI) to support effective marking, reduce staff workload, and provide timely feedback for pupils. To ensure safe, ethical, and appropriate use, we apply the following principles:

Teacher Oversight:

Any AI-generated feedback within Google Classroom must be reviewed by the teacher before being shared with pupils. Teachers remain fully responsible for all assessment decisions.

Scope of AI Use:

AI is only used for marking within Google Classroom. We do not use AI for marking tasks outside of this platform. Within Google Classroom, AI may support:

- Marking low-stakes quizzes and multiple-choice questions

Safeguarding & Data Protection:

Only school-approved, GDPR-compliant AI tools may be used. No pupil personal data will be uploaded to other external AI platforms under any circumstances. The AI Policy can be found on our school website.

Staff Training:

Staff will receive training on the ethical, safe, and effective use of AI in marking within Google Classroom.


Transparency:

Pupils and parents will be informed when AI is used as part of the assessment process, and the limits of its use will be clearly explained.

Continuous Review:

The impact of AI on marking quality and staff workload will be reviewed each term.


Reception Class – Marking Codes and Expectations

	St Andrew's Southgate Primary School (CE) <u>Marking Codes</u>
Code	Meaning
I	Independent work. The child has worked alone to achieve the learning objective.
TS	Teacher Support. The child has worked closely with the teacher during this task.
TAS	Teaching Assistant Support. The child has been supported by a teaching assistant during this activity.
Green Highlighting of LO	Shows good learning – the child has met the learning intention. Well done!

<u>Marking Expectations</u>	
Action	Meaning
Scribe	The class teacher writes above the child's attempt to show the correct spelling of a word or what the child intended to write.
Letter /Number Formation	If a letter is not formed correctly or clearly, the child will be supported to practice and improve it.
Extension Prompts	Children are encouraged to deepen their understanding through follow-up questions or writing prompts. Teacher feedback should clearly show this development.

<u>Presentation and Work Expectations in Reception</u>
<p>Children are encouraged to take pride in their work from the very beginning.</p> <ul style="list-style-type: none"> • Where appropriate, date and learning intention are added by the adult or using pre-printed labels. • Success criteria may be shared verbally or visually with the class. • Children are taught to: <ul style="list-style-type: none"> - Use careful pencil control. - Leave spaces between their words. - Begin work on the left-hand side of the page. - Stick pictures or sheets in as straight and neatly as possible with support. - Treat books with respect and avoid scribbling.

English Marking Codes and Expectations


	<u>St Andrew's Southgate Primary School (CE)</u> <u>Marking Codes</u>
<u>Code</u>	<u>Meaning</u>
SP	There is a spelling error on this line. <i>Please correct the spelling error.</i>
DWT	Discussed With Teacher. <i>You have spoken to your teacher about a misunderstanding in your work.</i>
TS	Teacher Support. <i>Your teacher has supported you with this task.</i>
TAS	Teaching Assistant Support. <i>You have been supported by a teaching assistant in this task.</i>
Green Highlighting	Evidence of how you have met the learning objective and/or success criteria. <i>Well Done!</i>
Yellow Highlighting	You have made an error or have a misconception of the task. <i>Please use a red pen to correct your work.</i>
	<u>Presentation in Literacy Year 1 and 2</u>
<ul style="list-style-type: none"> • The full date and LO should be printed out and stuck in. • Success criteria should be neatly stuck in for extended writing. • Start every line against the margin. • Write on the line. • Always use your best handwriting. • Leave finger spaces. • Do not scribble on your book. • Sheets are neatly trimmed and stuck in straight. 	

**St Andrew's Southgate Primary School (CE)****Marking Codes**

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Green Highlighting	Evidence of how you have met the learning objective and/or success criteria. <i>Well Done!</i>
Yellow Highlighting	You have made an error or have a misconception of the task. <i>Please use a red pen to correct your work.</i>
	<u>Presentation in Literacy Year 3 – 6</u>

- The full date should be written against the margin and underlined.
- The LO: should be written under the date and underlined.
- Success criteria should be stuck in for extended writing.
- Start every line against the margin except when starting a new paragraph.
- Form letters on the line.
- Always use your best joined up handwriting.
- If you gain a pen license always write with a school handwriting pen.
- Under no circumstances is scribbling acceptable.
- Use a ruler to underline.
- Sheets are neatly trimmed and stuck in straight.

Maths Marking Codes and Expectations

	<u>St Andrew's Southgate Primary School (CE)</u> <u>Marking Codes</u>
<u>Code</u>	<u>Meaning</u>
SP	There is a spelling error on this line. <i>Please correct the spelling error.</i>
DWT	Discussed With Teacher. <i>You have spoken to your teacher about a misunderstanding in your work.</i>
TS	Teacher Support. <i>Your teacher has supported you with this task.</i>
TAS	Teaching Assistant Support. <i>You have been supported by a teaching assistant in this task.</i>
	<u>Presentation in Maths Year 1 and 2</u>
<ul style="list-style-type: none">• The short date and LO should be printed out and stuck in.• Always write in pencil.• Always use your best handwriting.• Use a ruler to draw straight lines.• Do not scribble on your book.• Sheets are neatly trimmed and stuck in straight.	



St Andrew's Southgate Primary School (CE)

Marking Codes

Code

Meaning

SP

There is a spelling error on this line.

Please correct the spelling error.

DWT

Discussed With Teacher.

You have spoken to your teacher about a misunderstanding in your work.

TS

Teacher Support.

Your teacher has supported you with this task.

TAS

Teaching Assistant Support.

You have been supported by a teaching assistant in this task.

Presentation in Maths Year 3 – 6

- The short date should be written in the top left corner and underlined.
- The LO should be written in the top left corner and underlined.
- Always write in pencil.
- Always use your best handwriting (joined up when writing explanations)
- Use a ruler to draw straight lines.
- Under no circumstances is graffiti acceptable.
- Sheet are trimmed neatly and stuck in straight.