Live, Learn, Thrive;   **Love God, Love each other**
POLICY FOR   # FEEDBACK & MARKING   Policy set: 23.03.2026   Review date: Spring 2028
SCHOOL VISION   *'Love the Lord your God with all your heart, all your soil, all your strength and all your mind,' and 'Love your neighbour as yourself.'*   *Luke 10:27*
SCHOOL CHRISTIAN VALUES   *Wisdom – Respect – Perseverance – Aspiration – Service – Justice*
Policy References   This policy is written with reference to school/ DfE policies and procedures. School policies and procedures can be found on our website: https://www.skertonstlukes.lancs.sch.uk/our-school/policies   • DfE Best practice guidance for school complaints procedures 2020   • DfE Model complaints procedure   • DfE Model policy for managing serial and unreasonable complaints   • Child Protection and Safeguarding Policy   • Positive Behaviour Policy

Feedback & Marking Policy

At Skerton St Luke's, marking and feedback are used to ensure **consistency, clarity** and **high expectations** across all classes. The school has a collective commitment to *"increasing consistency in practice and presentation across all classes"*, and marking plays a central role in achieving this. By applying shared systems—such as agreed marking codes, daily checking of work and consistent approaches to presentation—teachers help create a coherent learning experience for every child.

Marking at Skerton St Luke's provides pupils with **clear, purposeful feedback** that **supports progress.** Strategies such as children using purple pen to respond to teacher guidance create an active dialogue about learning. This empowers pupils to understand their successes, make improvements and take ownership of their work. Daily marking, particularly in English and mathematics, also enables teachers to identify misconceptions quickly and adapt instruction to meet pupils' needs.

The school values a broad range of learning evidence, and marking reflects this. Staff are encouraged to include printed learning objectives, photos and written descriptions for oracy and practical work to ensure that all forms of learning are recognised. This approach reinforces the message that learning is not limited to written tasks and helps pupils see the full breadth of their achievements.

Marking also supports high standards of presentation and challenge. Teachers are asked to **"insist on neat work in all lessons"** and to consistently use **"FURTHER CHALLENGE"** to extend pupils' thinking. These practices help embed pride, resilience and ambition in pupils' work. Additionally, simple routines such as recording absence in green pen contribute to accurate monitoring and ensure that every child's learning journey is documented.

Overall, marking at Skerton St Luke's is purposeful, consistent and rooted in a **whole-school commitment to improving learning**. It reinforces key expectations, supports pupil progress, celebrates a wide range of learning experiences and ensures that teachers maintain strong, up-to-date understanding of each child's development.

1. Definitions

- **Formative assessment:** Ongoing processes that **inform teaching and learning**, helping pupils see current performance and next steps.
- **Feedback:** Information given to a learner that **guides improvement** (verbal, written, visual, digital, peer/self).
- **Marking:** The **recorded** element of feedback in books or digital platforms; brief, purposeful, and actionable.
- **Next step / "Moves Forward":** A **specific, doable action** a pupil takes immediately or during a built-in improvement window.

2. "Feedback That Moves Forward"

1. **Assessment improves learning**

   Feedback must change what pupils **do next**, not merely evaluate work.

2. **Next steps close gaps**

   Feedback highlights **concrete, achievable actions** (e.g., "Add an adjective," "Explain using because").

3. **Motivation matters**

   Feedback language is **positive, specific, and confidence-building**, tailored to learner profiles.

3. Whole-School Consistency

- **Purple pen**: Pupils **edit/respond** to feedback in **purple** to distinguish from adult guidance.

- **Printed LOs**: Learning Objectives are **printed** for English & maths; photos/descriptions printed for oracy/practical.

- **Daily marking**: English and maths books are **marked daily**.

- **Evidence**: Use photos where helpful (cables/plugs available in each class).

- **Extension**: Use **FURTHER CHALLENGE** as the title for extension tasks in every subject.

- **Absence**: When a child is absent, **stick in LO** and write **ABSENT** in **green pen**.

- **Marking codes**: Follow the **agreed codes**

4. Roles & Responsibilities

- **Headteacher / SLT**:

- o Set expectations, provide training, monitor implementation, allocate resources (printing, tech, time).
- o Lead **book looks**, learning walks, and impact reviews; report to Governors.
- **Class Teachers**:
  - o Give **in-the-moment feedback**, plan **improvement windows (2–5 mins)**, maintain daily marking in core subjects, print LOs/photos, ensure presentation standards, maintain device logs.
- **Teaching Assistants**:
  - o Reinforce success criteria, support purple-pen edits, deliver targeted verbal feedback, use agreed marking codes where appropriate.
- **Parents/Carers**:
  - o Engage with **home communication**, encourage growth-mindset language; celebrate improvements rather than perfection.
- **Pupils**:
  - o Act on feedback, use purple pen for edits, self/peer-assess against success criteria, aim for neatness and pride in presentation.

5. Types of Feedback & When to Use Them

A. Verbal (most frequent, highest impact)

- **Live in lesson**: prompts, questions, micro-targets.
- **Structure**: *"Success → Specific Next Step → Check it now"* (pupil acts immediately).
- **Evidence**: Marked by **VF** code + brief note if needed; purple-pen edits show impact.

B. Written (brief & purposeful)

- Used when a written cue will help the pupil act independently (e.g., edit checklist, single improvement target).
- **Format**: One **success**, one **precise next step**. Avoid long paragraphs.
- **Timing**: **Daily** in English/maths; other subjects as needed to move learning forward.

C. Guided Group Feedback

- Target common misconceptions; then pupils **apply individually**.

D. Peer & Self-Assessment

- Planned, structured: success criteria/checklists, sentence stems for critique ("I noticed…", "Can you improve by…?").

6. Planning & Lesson Design (Feedback-Responsive)

Teachers will:

- Make **success criteria explicit**

- Model **WAGOLL** (What A Good One Looks Like).

- Plan **questions** and **checks for understanding** at key points.

- Prepare **FURTHER CHALLENGE** tasks that extend the same objective (depth, application, reasoning).

- Use feedback to **adapt groupings** and next lesson content.

7. Marking Conventions & Codes (Whole School)

Use green for teacher guidance; **purple pen** for pupil response/editing.

Core codes (stickers or stamp set permitted):

VF – verbal feedback. There has been verbal dialogue about the work between the child and the teacher

I – independent work completed by the child

S – Support given. Supported work will also be acknowledged with a T (teacher) or TA (Teaching Assistant)

G – Guided group work

SP – spelling mistake

^ - missing word

Ⓣhe – missing capital letter

// - Start a new paragraph

Teacher marks successes with √

Success criteria and targets achieved will be highlighted/ underlined in pink

Areas identified for improvement will be highlighted/ underlined in green

Teachers' and TAs' written feedback is given in pink and green accordingly.

9. Subject-Specific Expectations

English

- Daily marking; focus on **composition** and **transcription**

- Purple-pen **editing passes** (spelling, punctuation, vocabulary).
- Success criteria include purpose/audience features (e.g., persuasive devices).

Mathematics

- Daily marking; check **method** and **accuracy** and **reasoning**
- Immediate corrections during improvement window; **challenge** extends to problem-solving and generalisation.

Science & Foundation Subjects

- Marking focuses on the **disciplinary objective** (e.g., scientific explanation quality, historical evidence use).

EYFS

- Observational feedback; photos with **learning statements**; brief next steps for provision; child voice added where possible.
- Purple-pen may be introduced in Summer term for school-readiness (as appropriate).

10. Inclusion, SEND & Disadvantaged (PPG)

- **Match the message to the learner**:
  - **Nurture-based** for pupils needing reassurance; **challenge-framed** for those who thrive on stretch; **structured steps** for executive-function support.
- Provide **scaffolded next steps**, sentence stems, checklists, or modelled examples.
- Record adjustments in planning; share with support staff.
- Use alternative evidence (oral, practical) and ensure marking recognises **progress from starting points**.

11. Presentation & Pride

- Headings, dates, LO printed and stuck neatly; consistent layout per phase.
- Handwriting policy followed; **Pres** code indicates expected improvement.
- Visual exemplars displayed; model **neatness and spacing** during live teaching.

12. Digital Evidence & Technology

- Trolleys brought into classroom for tech-based lessons.
- **Device allocation logs** kept (which child used which device; include Early Birds usage).
- Avoid tech for **unsupervised free time/wet play**.
- Inform pupils that usage is **logged** for safeguarding and behaviour; **deter misuse**.
- Photos/videos used **solely** for learning evidence; follow data-protection guidance (parental consent lists, secure storage).

13. Timing & Workload

- **Daily**: English & maths marked with at least one **specific next step** or **acknowledged success**, plus in-lesson **verbal feedback**.
- **Weekly**: At least one foundation subject receives brief, purposeful written feedback *(or equivalent verbal + purple-pen action)*.
- **Economy**: Prioritise **impact over volume**; use **codes** and **purple-pen evidence** to keep written marking succinct.

14. Communicating with Parents

- Parents will see printed LOs, photos/descriptions for practical/oracy, purple-pen edits, and brief **next steps** in books.
- Teachers use **positive, specific language** in home communications (reports, notes).
- Parents are encouraged to ask:
    - "What did you do well?"
    - "What's your next step?"
    - "How will you improve it?"

15. Quality Assurance & Impact

Monitoring (each term):

- **Book looks** (focus: evidence of next steps + purple-pen improvement)
- **Learning walks** (focus: live feedback, success criteria clarity)
- **Pupil voice** (can pupils articulate LO, success, next steps?)
- **Moderation** (intra/inter-class, subject-led)

- **Data review** (progress vs. starting points; triangulate with work-samples

- Increased **quality of work** over time (accuracy, depth, presentation)
- **Purple-pen edits** leading to corrected/improved outcomes
- More **independent self-checking** against success criteria
- Planning shows **adaptation** based on feedback (groupings/next lesson)
- **Reduced marking volume**, **increased impact** (staff workload balance)

16. Safeguarding, Data Protection & Professional Conduct

- Feedback language is **respectful, supportive, and age-appropriate**.
- Digital evidence complies with **consent**, **GDPR**, and school policies; avoid identifying information in public displays.
- Staff model **growth mindset** and **high expectations** consistently.