Primet Primary School

www.primet.lancs.sch.uk

Marking and Feedback Policy

Intent

At Primet Primary School, we believe effective feedback helps pupils make progress and achieve their full potential. Feedback should be timely, purposeful and focused on moving learning forward. Through effective feedback, pupils develop confidence, independence and the ability to reflect on and improve their learning, while promoting our school values of Aspire, Respect and Togetherness.

Aims and Principles

Marking and feedback should

- be **timely, purposeful** and, where possible, provided **at the point of learning**
- focus on learning objectives, success criteria and age-related expectations
- recognise success and address misconceptions
- be accessible, meaningful and manageable for both pupils and staff
- provide opportunities for pupils to reflect on and respond to feedback
- encourage independence through self and peer assessment
- be delivered by all adults working with pupils and use consistent approaches across the school
- inform future teaching, intervention and curriculum planning.

Feedback Approaches

- Feedback may be verbal or written. Teachers will use their professional judgement to determine the most effective form of feedback.
- Verbal feedback provided during learning will often be the most immediate and effective way to address misconceptions, reinforce understanding and move learning forward. Where appropriate, verbal feedback may be recorded using VF.
- Written feedback should be concise, purposeful and workload-efficient. It may include marking codes, symbols, prompts, annotations or brief comments. Extensive written marking is not expected.
- Pupils should be given opportunities to act upon feedback where this will support learning and improve outcomes.

Writing

Spelling, punctuation and grammar should be addressed in line with the writing non-negotiables (appendix 3) and skills being taught within the current unit of work, as well as previously taught expectations.

Pupils should be encouraged to proofread and edit their own work, identifying and correcting errors where appropriate. Feedback should be selective and purposeful, focusing on errors and misconceptions that pupils are expected to identify, correct and apply independently.

Securing Foundational Skills

Teachers should address misconceptions and errors in foundational skills as part of everyday teaching. This may include letter formation, handwriting, number formation, presentation, spelling, punctuation and the accurate application of previously taught knowledge and skills. Teachers will use their professional judgement to determine whether misconceptions are best addressed immediately, through feedback and practice, or through subsequent teaching.

Responding to Marking

Pupils should be given opportunities to respond to feedback where this will support learning. Responses may include correcting misconceptions, editing work, improving answers or applying feedback to future learning. Responses should be completed in **purple pen.**

Self-Assessment

Pupils should be encouraged to evaluate their own learning using success criteria, learning objectives and agreed marking codes where appropriate. Self-assessment should help pupils recognise successes, identify areas for development and take greater ownership of their learning.

Peer Assessment

Peer assessment may be used to support reflection and improvement, particularly in Key Stage 2.

To be effective:

- pupils should be taught and modelled how to provide constructive feedback
- discussion should focus on the learning objective, success criteria or a specific aspect of learning
- peer assessment should encourage dialogue and reflection
- pupils should be given opportunities to respond to feedback and improve their work where appropriate

Marking Code

The agreed marking code should be displayed in classrooms and may be included in pupils' books where appropriate. Teachers, teaching assistants and pupils should use the marking code consistently to support feedback, self-assessment, peer assessment, proofreading and editing.

Reviewed: 20.10.2026

Appendix 1 – Marking codes

Marking Codes – KS1

KS1 MARKING CODE	
✓✓	LO is achieved/exceptional successes
✓	LO is partially achieved/ work is correct
—	Punctuation/spelling
II	Finger spaces
^	Missing word
←	Writing needs to start at the margin
VF	Verbal Feedback (add a short comment)
T/TA	Support given (TA to initial work)
I	Independent work

Teachers' and TAs' written feedback is given in **green**.
Pupils respond to marking in **purple.**
Self and peer marking to be recorded in **purple** with **PA** or **SA** written by the pupils.

Anyone marking work other than the class teacher must initial the work they have marked.

Appendix 2

Marking Codes – KS2

KS2 MARKING CODE	
✓✓	LO is achieved/ exceptional successes
✓	LO is partially achieved/ work is correct
sp	Spelling mistake /add correct spelling
[ ]	Re-read, check and rewrite
colne	Missing or incorrect punctuation
II	Finger spaces
^	Missing word
←	Writing needs to start at the margin
NL	New line
NP	New Paragraph
VF	Verbal Feedback (add a short comment)
T/TA	Support given (TA to initial work)
I	Independent work

Teachers' and TAs' written feedback is given in **green.**
Pupils respond to marking in **purple.**
Self and peer marking to be recorded in **purple** with **PA** or **SA** written by the pupils.

Anyone marking work other than the class teacher must initial the work they have marked.

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Appendix 3
Writing non-negotiables

WRITING NON-NEGOTIABLES				
By the end of year 1	**By the end of year 2**	**By the end of year 3**	**By the end of year 4**	**By the end of year 5 and 6**
• (Finger) spaces between words • Start sentences with capital letters • End sentences with full stops • Capital letter 'I' for the personal pronoun 'I' • Re-read every sentence to check it makes sense • **Form lower case and upper-case letters correctly**	**As year 1 and:** • Capital letters for names of people, places, days of the week and months of the year • Correct use of question marks and exclamation marks • Correct spelling of taught common exception words and high frequency words • Proof-read to check for errors • **Form lowercase letters the correct size relative to one another**	**As previous years and:** • Commas in a list • Commas in a sentence where the subordinate clause appears first • Consistent use of tense • Correct use of the determiners 'a' and 'an' • Correct spelling of taught words/patterns • Apostrophes for contraction and singular possession • Correct spelling of words from year 3 list • **Write in a joined style**	**As previous years and:** • Commas to mark clauses and after fronted adverbials • Correct use of speech punctuation **A " " ! ? , .** • Correct use of Standard English verb inflections • Paragraphs to organise • Correct spelling of taught words from Y3/4 word list • **Write legibly in a joined style**	**As previous years and:** • Use a variety of sentence structures • Proof-read to check for: spelling, grammar and punctuation • Yr 5: **. , A ' ? ! " " -** • Yr 6: **. , A ' ? ! " " ( ) ; -** • Correct use of tense • Consistent subject/verb agreement. • Correct spelling of taught words from Y5/6 word list • **Write with consistency in size and proportion of letters**