



Escrick Church of England Primary School

Marking and Feedback Policy

Introduction

At Escrick CE Primary School, we strive to ensure that each and every pupil attending our school feels valued as an individual, develops a love of learning, aspires to achieve and gains deep understanding of concepts in all areas of development and the curriculum. We encourage pupils to become self-sufficient, independent learners within a community of enquiry, thus our policy on Marking and Feedback encourages children to take some responsibility for their own learning as they grow.

Marking and Feedback at Escrick CE Primary School

Marking needs to be responsive, flexible and for the learning needs of individual pupils. It should be consistent across the whole school. We mark and give feedback in the following ways:

1. Verbal feedback is given. It is given to individuals, and in whole class situations, through mini plenaries and starters. VF is written in books when this happens. Verbal feedback is often given within a lesson to ensure children recognise strengths, address misconceptions or make maximum progress immediately. All children are valued equally therefore teachers ensure verbal feedback is consistent and fair.
2. Written responses are made at teacher discretion in green pen. Written responses may be used to support or challenge certain individuals.
3. Ticks, stamps and stickers are used to indicate successes and positives within work.
4. As children progress in to upper Key Stage 2, dot marking in the margin is used to encourage children to reflect on their work and to edit and improve.
5. Post it notes may be used to direct children to a piece of work which needs to be reflected on.
6. Children self and peer mark against relevant success criteria set by the teacher, (Years 2-6), and by using purple pens (KS2). This is monitored by the class teacher.
7. Teachers annotate work, as appropriate, to show that work has been done independently by a child and when it has been completed in a group or with support.
8. Deep marking may be used when the children have done longer pieces of work – these may be used for assessment purposes. In instances when deep marking is used, the teacher will give written feedback on strengths/areas for development using stars and wishes.



As well as praising children's successes verbally and with ticks, stamps and stickers, teachers distribute team points, Headteacher Certificates are awarded weekly and excellent work to be proud of is displayed on walls to recognise effort and achievement, as mentioned on our Assessment Policy.

Success Criteria

We know our policy is working if;

- Children are making good progress in class.
- Children know what their strengths are and what areas they need to improve on.
- Teacher's planning is informed by marking.
- Pupil's take note of feedback and respond to it.
- Children have opportunity to reflect on their learning.
- Pupils speak positively about the impact feedback has on their learning and value this as an integral part of their learning.
- Subject leaders see the policy demonstrated in books and through pupil voice.
- Early years children know that teachers are evaluating their work using Tapestry.

Marking and Feedback during school restricted opening:

Some of the above principles still apply when we deliver remote teaching and learning.

The majority of feedback between school and home is done via short VF style comments typed privately to the pupil relating to work submitted. Pupils are praised and given ways forward/ encouraged to improve, as appropriate, as they would be in school. For further information on teaching and learning during restricted opening, please see our Home Learning Policy.

Policy Date: September 2026

Policy Review Date: September 2027