North Westminster Federation
Hallfield Primary School
Growing, Learning, Achieving Together

Marking and Feedback Policy & Procedures

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Approved by:	Executive Head	**Date:** September 2025
Last reviewed on:		
Next review due by:	September 2027	

Vision

Hallfield will achieve effective learning through exciting teaching in a creative and stimulating environment, and will provide opportunities for everyone to grow, feel valued and respected in our community.

Marking and feedback are powerful tools in assessment *of* learning and *for* learning. It is an integral part of teaching and learning at Hallfield. There are many forms of feedback and Hallfield attends to all aspects.

Introduction

Recent reports from the Department for Education (DfE) and Education Endowment Foundation (EEF) around effective marking have provided much needed guidance about what makes effective and manageable marking. Marking that consolidates learning and moves children on. It provides important feedback to children and helps identify misunderstandings by pupils.

All marking should be driven by professional judgement and be 'meaningful, manageable and motivating' EEF (2016)

The most important aspects of effective marking to inform meaningful dialogue between adults and children are:

- Informed teacher knowledge.
- Constructive feedback.
- Clear guidance and an ethos of resilience and commitment to continual learning.

Aims

At Hallfield Primary School we mark in a manageable and sustainable way to:

- show pupils their work is valued;
- improve a child's confidence and self-esteem;
- celebrate and recognise effort and achievement;
- provide constructive, accessible feedback to children about their work;
- encourage and involve children in the reflection of their current learning and to set targets for future learning;
- address misconceptions and identify mistakes;
- assess and monitor the children's learning and provide information for future planning;
- develop the children's responsibility for their learning;
- model and encourage progression of children's ability to peer and self-assess honestly;
- share expectations;
- develop a dialogue between staff and children;
- allow children to make amendments to work to improve an amend.

Procedures

At Hallfield Primary School marking may take the form of:

- Adults Marking Work
    - Quality, deep marking
    - Formative marking (quick assessment of achievement in relation to the learning objective)
- Self assessment
- Peer assessment

Adults Marking Work

- Quality or formative marking may be used according to task.
- Guided activities are marked by the teacher or teaching assistant who worked with the group.
- Work is marked in pink and green (see Marking Code).
- Mistakes are identified but not corrected and misconceptions are addressed.
- Written or verbal feedback should relate directly to the learning objective of the lesson and/ or children's targets, agreed success criteria or pupil's target and should be positively phrased.

Next to the learning objective of a piece of work, the following codes will be used where relevant:

GG	Guided Group work
W/S	with support
VF	Verbal Feedback
S	Supply + initials
PA	Peer Assessment
SA	Self-Assessment
√	Objective achieved

Professional judgement of teachers will inform the frequency and use of quality marking. Teacher's marking should focus on the learning objective and agreed success criteria for the task. The emphasis should be on both successes and improvements. Hallfield adopts the suggestions of research that:

- Careless mistakes should be marked differently using the code to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- The use of manageable targets to make marking as specific and actionable as possible is likely to increase pupil progress.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking (EEF, 2016).

Self-Assessment

Children reflect on their own learning experience during and at the end of the lesson with prompts such as the learning objective, success criteria and questioning from adults and peers.

Learning should be regularly self-assessed by children in the following way:

- reflective comments about their learning in purple pen;
- responding to marking comments in purple pen;
- assessing against a predetermined success criteria;
- marking their own work using the pink and green marking code.

Peer Marking

There will be occasions when children will mark each other's work and they will do so using the agreed success criteria, mark code and learning objective. Each key stage supports this process appropriately. Children will be encouraged to evaluate the work of their peers positively and provide suggestions for improvement.

Learning should be regularly self-assessed by children in the following way:

- marking a peer's work using the pink and green mark code;
- assessing against predetermined success criteria;
- verbal feedback including suggestions for improvement.

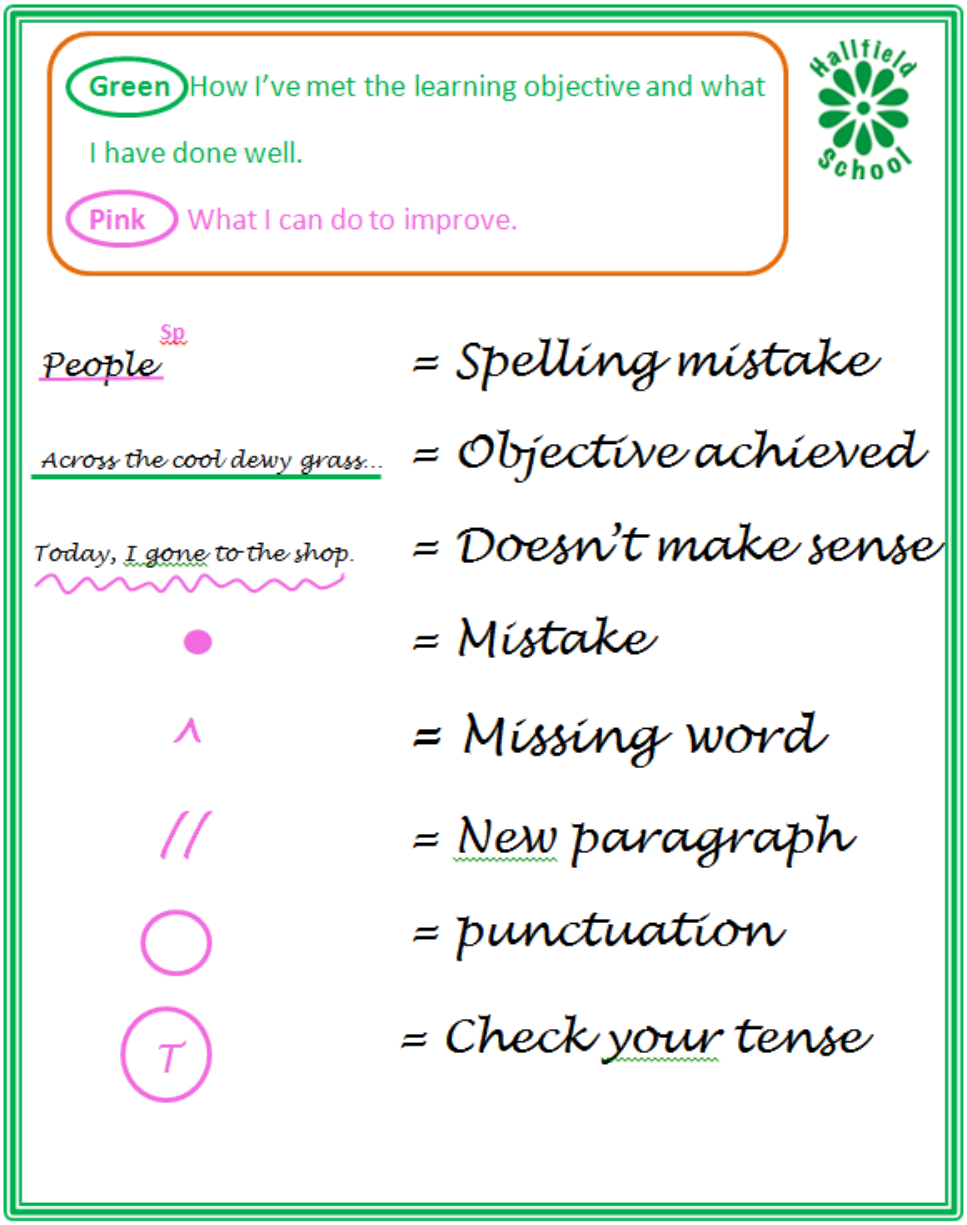
Marking Code

Marking Code for Foundation Stage

In the Foundation Stage marking and feedback strategies include:

- verbal praise;
- stickers and stamps;
- written annotations, short and narrative observations (written);
- annotation of work and photographs by staff;
- children beginning to annotate their own work and pictures;
- oral dialogue with children about their play or work.

Marking Code for Key Stage 1 and Key Stage 2



Follow up to marking

Follow up is essential after marking; it is the crucial element of feedback and should be done before the next lesson. Adults will plan time for:

- Children to look at 'quality marked' work.
- Children to respond to comments with time to edit and improve.
- checking children's feedback and commenting where necessary to create a dialogue.
- Opportunity for dialogue around children's learning.