

NEWTON INTERNATIONAL ACADEMY SMASH



PRIMARY MARKING AND FEEDBACK POLICY

UPDATED: AUGUST 2026

NEXT REVIEW: AUGUST 2027



Primary Marking and Feedback Policy

Newton International Academy is committed to providing relevant and timely feedback to pupils both orally and in writing. This policy is to ensure a consistent approach to marking and feedback across the school and to ensure the involvement of children in extending their own learning. Meaningful marking supports learning as it helps pupils identify what they have achieved and how they can develop further and improve. The marking of pupils' work is therefore an important part of teacher assessment. In this respect, it is also crucial that besides teacher marking, children are taught the skills to self and peer assess, then given encouragement to improve their work. It is also important that children present their work well and that expectations of presentation are consistent throughout the school.

Aims and Objectives

- Show we value the children's work and motivate them to produce high quality work.
- Gauge the children's understanding and identify any misconceptions.
- To demonstrate what the children's strengths are and how they can improve their work in the future through timely and high quality feedback, promoting academic excellence.
- Create an ethos of creative diversity where mistakes are acceptable as long as learning allows children to remedy them.
- Embed opportunities for the child to learn how to assess their own work critically in order to create independent, reflective, analytical children who take responsibility for their own improvements.
- Embed opportunities for the children to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- Create an ongoing conversation between child and adult which will aid progression.
- Create challenging but achievable targets for improvement.
- Provide a basis for summative and formative assessment.
- Provide a basis for lesson planning.
- Establish a consistent approach to marking against specific learning criteria so that children understand how their work is marked.

Effective Marking

Effective marking should:

- Provide clear feedback to pupils about the strengths and areas of their work in need of improvement, always referring back to the learning objective.
- Recognise, encourage and reward pupils' effort and progress.
- Provide a record of pupils' progress.
- Encourage pupils to strive to improve.
- Direct pupils to what they need to do to improve their work.
- Help pupil, teachers and parents understand the strengths and weaknesses in their children's work.

Principles of Marking and Feedback

The following principles should underpin all marking and feedback:

- It must be manageable.
- It should be positive and motivating for children.
- It must be at the child's level of comprehension.
- It may be given verbally.
- It should be given promptly and regularly
- It must give recognition to effort and achievement noting improvements made.
- The process should directly engage the child, requiring either an oral or written response.
- It should give clear strategies for improvement focusing on one or two areas at a time which link into the learning objectives or learning targets for the child.
- Time should be given for children to consider marking comments and for them to respond to them using purple or pink pens or pencils.
- It should promote children's self-assessment, linking marking and feedback into the wider process of engaging the child in their own learning.
- It will provide information to the teacher on the success of the teaching and inform planning.
- It will provide information to the teacher regarding pupil progress.
- It can be given by any adult with whom the child is working
- It can be given by a peer as part of the learning process

Marking and Feedback Process

Marking and feedback will positively affect children's progress and learning outcomes. Before a piece of work is undertaken, children should be clear about what is going to be assessed when the work is marked. We set out clear learning intentions and success criteria, which enables the adults and pupils to mark effectively against the set criteria which has been explained to them. Teachers are engaged in on-going assessment throughout lessons and will intervene whenever children need redirecting, either as individuals or as a group.

Teacher Marking

The main forms of marking and feedback which will be used are as follows:

1. Verbal Feedback from an adult

Direct contact with the child and discussion of the work is particularly appropriate with younger, less able or less confident children. Where verbal comments are given a record, with letters 'VF', should be made in the book as a permanent reminder for the child and teacher. If a child has been prompted or redirected as a result of assessment in the lesson a record, with the letters 'VF', should be made. Feedback may be given through the plenary process. When writing 'VF' in a pupil's book, always write a word or phrase beside the abbreviation to remind pupils of the verbal feedback e.g 'VF paragraphing' or 'VF exchanging units for tens.'

2. Spotlight Marking

Differentiated questioning relating to the learning objective and success criteria / WALT and WILF of the lesson. A coloured spotlight is to be placed in the child's book at the end of the lesson. During the plenary or at the beginning of the next lesson- spotlights alongside questions are to be displayed on IWB/ WB. The class teacher will read the spotlight questions to the children who will then write their reply in purple/pink pencil next to the spotlight.

3. Written Marking – In-depth Marking

Gap marking: using two coloured writing pens (Green for positives & Blue for nextsteps)

WOW: Green to write a comment, or indicate something within a piece of work, that is praiseworthy - no matter how small. It may compare what a learner is doing right now with what they have done wrong before noting an improvement. Stamps and stickers will be used to celebrate pupils' work - these are personal to each class

NOW: Blue to target a specific area for improvement related to the learning intention, success criteria or individual pupil target. This will often, but not always, require a response from the child to address the area highlighted.

Next Steps: Teacher comments on a pupil's work should be motivational and personal where the teacher marks against the success criteria and children's targets, and clearly identify the next steps to improve or extend learning.

Guidance will be given to children on how to respond to marking in an effective way to promote progress.

Children should be involved in their target setting and should be encouraged to show evidence of targets met as well as identify some they wish to meet.

4. Independence Level

In order for the teacher to evidence progress and understand how independently a child has met learning intentions, a record should be made to show what level of support was given. Independent work should be marked with letter 'I', work supported by the teacher should be recorded with a 'T' and work supported by a Teaching Assistant should be marked by them with a 'TA', they should add a note indicating what level of support the child received and initialled. Mastery activities in Mathematics will be marked by the symbol 'M' this is to assist evidencing and moderation.

All marking is to be initialled and dated by the teacher.

Pupil Marking

In order to engage the child in their own learning, children must have the opportunity to look critically at their own work and that of others. Subsequently, they should be able to offer suggestions to correct or improve work in relation to learning intentions or success criteria. Suggestions may be verbal or in writing using the teacher marking systems outlined previously.

Self-Assessment & Peer assessment success criteria tables can be used. In Key Stage 1, symbols can be used in Key stage 2, the success criteria can be used. Pupils should use either a pink or purple pen when carrying out Self or Peer assessment and write SA or PA next to the WALT/LO.

Standards

Where appropriate, teachers may choose not to comment on a section of work but ask the child to redraft/improve it themselves before any direct feedback is given. This should only be done when the child has the necessary skills to complete the work but needs to be encouraged to apply these more fully.

Teachers will remind pupils of the presentation expectations when completing work and give pupils verbal and written reminders when work is not presented to a sufficiently high standard.

Monitoring

There will be regular book scrutiny's which will focus on effective marking. This will enable staff to make judgements about the effectiveness of this policy on a regular basis and reflect on the requirements set out.

Marking and Feedback Expectations:

- 2 in depth pieces of written feedback for English and Mathematics (1 for Science and Topic) – Green for WOW and Blue for NOW. Highlighters can also be helpful to link with this. Live marking can be used – this should link to the WALT and WILF. This will be indicated by the use of a yellow box, where pupils will input their feedback to the in-depth marking.
- At least one piece of 'spotlight' marking
- At least one piece of verbal feedback – This should be descriptive and marked with VF. This also needs to include a phrase to remind pupils what the verbal feedback related to.
- At least one piece of self or peer assessed work – marked with SA and PA.

Each piece of work in a pupil's book should be marked either by the teacher, student or peer. Including self and peer assessment as part of lessons meaningfully is something that we would like to focus on in the upcoming academic year.

Appendix 1: Guidelines for what MMT and SMT will be looking for during book scrutiny's.

Grade descriptors for the quality of teaching, learning and assessment:

- Outstanding** • A particular strength is the guidance teachers give pupils when marking their books. This makes a significant contribution to pupils' excellent progress because teachers carefully check that their guidance has been followed and has raised the standard of their work.
- Marking and assessment are systematic and detailed with the clear school policy followed carefully, leading to consistency in practice and expectation. Teachers' marking provides detailed suggestions for improvement of written work and 'next steps' with time built in for work to be improved or developed.
 - Marking is thorough and gives pupils clear guidance on how to improve their work. Pupils know their targets for learning and what is expected for them to achieve at different levels.

- Good** • The school has examples of outstanding marking, where teachers provide pupils with clear advice on how to improve and pupil comments show their understanding of how to improve. However, this practice is patchy across the school and therefore opportunities are missed for all pupils to have this understanding
- Teachers give useful feedback to pupils about how they are doing and how they can improve their work. Marking is effective and most pupils are very clear about their learning targets. Pupils are not guided sufficiently to present their work neatly and accurately. The style of handwriting varies considerably across the school.
 - The quality and regularity of marking has improved, but it is not always challenging enough to move pupils to an even higher level. Teachers write helpful comments, but these do not go far enough to provide extended challenge for the pupils. Too many persistent errors in pupils' work are overlooked.

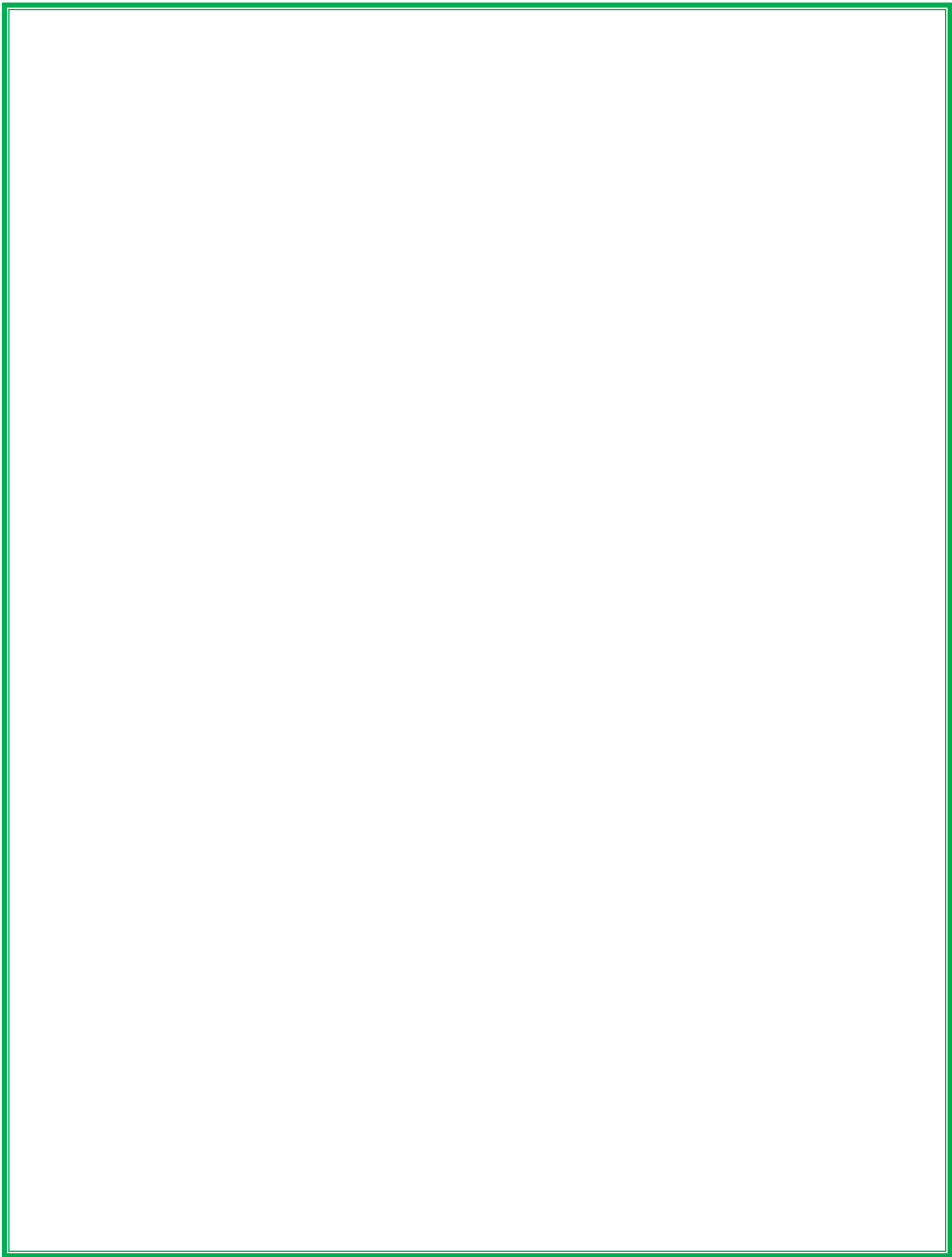
Requires Improvement

- The marking of pupils' work has improved but is not always rigorous enough. In some classes, teachers provide detailed and helpful
- comments which explain what pupils need to do to improve. In too many classes, however, basic errors are not corrected and previous learning is not reinforced sufficiently.
- Teachers mark pupils' work regularly and frequently, but pupils do
- not always know enough about their targets. Teachers make detailed comments in their marking, but do not give pupils sufficient planned opportunities to respond with written replies or follow up on the guidance on how to improve their work.
- Some teachers' marking shows pupils how to improve their work; the
- Quality is variable. However, it is inconsistent, as some marking does not provide clear guidance. Pupils are increasingly involved in checking their own progress. However, pupils are not always

given time to respond to teachers' comments in their books

Inadequate

- The frequency of marking is not in line with the marking and feedback policy.
- Marking and feedback is not timely.
- The presentation of pupil's work is not in line with school expectations and this has not been addressed in the comments.
- Feedback is vague and doesn't guide pupils to know what they specifically have done well and doesn't provide pupils with relevant next steps.
- No/little evidence of peer and self-assessment.



Appendix 2: KS1 Marking Codes

Marking Codes:

Early Years Foundation Stage & Key Stage 1

I – Independent work

WS – With support

T – Teacher assisted work

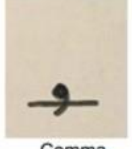
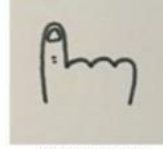
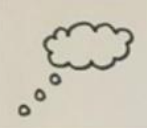
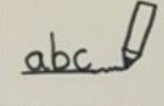
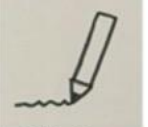
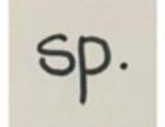
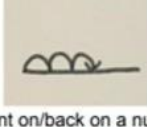
TA – Teaching Assistant assisted

M - Mastery

VF – Verbal Feedback was given during the lesson

NS – Next step

1:1 – Pupil worked 1 to 1 with an adult

 Capital Letter	 Full Stop	 Exclamation Mark	 Question Mark
 Comma	 Apostrophe	 Finger Space	 Sound Out
 Check your work	 Say your sentence	 Think of your sentence	 Write on the line
 Write/Copy	 Spelling	 Count on/back on a number line	 Next steps

Appendix 3: KS2 Marking Codes

Symbol	Meaning	Incorrect	Correct
SP	Spelling	I would love a <u>peice</u> of cake.	I would love a piece of cake.
P	Punctuation	I love oranges apples and pears.	I love oranges, apples and pears.
=	Capital Letter Needed	Matthew and <u>gemma</u> went to <u>paris</u> .	Matthew and Gemma went to Paris.
VT	Verb Tense	I never work as a vet until I got the job here.	I never worked as a cashier until I got the job here.
SV	Subject-verb Agreement	The manager work hard.	The manager works hard. The manager worked hard.
#	Space needed	<u>Goingto</u> class is awesome.	Going to class is awesome.
PL	Plural	Apple are delicious	Apples are delicious.
⊗₂	Unnecessary Word	The student she studies all the time	The student studies all the time.
~	Wrong word Doesn't make sense Choose a better word	The restaurant was nice.	The restaurant was amazing.
^	Missing word	Please don't me that question anymore.	Please don't ask me that question anymore.
/	New Line Needed		
//	New paragraph needed		