



Marking and Feed forward Policy

September 2025

Our Aim:

The sole purpose of marking and feeding forward should be to further learning, ensuring children become independent learners. At Newlands Junior School we view feeding forward and the marking of children's work as being an essential part of the learning process and one which should improve students' learning and redirect/refocus learners' actions to achieve the target. This should ensure the continued progress of all children in the school. The process should be appropriate and achievable by both staff and pupils. Overall, marking should acknowledge and reward effort while providing opportunities for children to recognise how to improve their work and time to respond to and try out suggested improvements. Children should see marking as a positive way to improve work and feel confident/resilient to do this. Correcting should not be onerous or deflate a child's efforts. All marking is to be completed by the teacher in blue pen.

During lessons teachers and TAs will live/active mark. While children work, the adults will circulate around the room to monitor responses. During this time, adults can address mistakes (dot mark the mistake for pupils to correct immediately) and find discussion points to develop learning or address misconceptions. Children then act on the live feedback before moving on to the next phase of learning. Any corrections will be done by pupils with a green pen. Live marking is part of everyday effective teaching. Where verbal feedback has been given, the teacher writes VF on the work. Where possible, teachers will RAG rate the work completed so far, before the final RAG rating at the end of the lesson. This can show how the children have moved their learning on following live marking.

For a longer piece of work (often writing), teachers read every book closely and make the minimum number of interventions. Whole class feedback grids are completed to highlight good examples, common mistakes, misconceptions, etc. The next lesson begins with this feedforward being shared with the whole group. Children then act on this feedback before moving on. The fundamental principle is that children should do more of the work responding to the feedforward. The shift moves all of the emphasis away from the comments and marking teachers put in individual books to the children listening to feedforward and acting on it. Written comments should only be used where appropriate to the task completed and must be understood by the student. Time for the pupil to respond to marking comments is to be given within lessons as children learn the skills to edit and redraft their own work.

Self-assessment allows children time to reflect on their own work and check it before it is seen by their partner. They may well make improvements at this stage in their green pen. Peer assessment allows for children to be critical friends, to celebrate successes before improvement points are identified and agreed. When peer assessment has taken place, the child who peer assesses will dot in the margin and put their initials. Any major editing that comes from self or peer marking will be done with a purple pen.

Writing:

- Work will be marked in **blue pen**.
- Marking and targets should be linked to a set of success criteria which the children are already secure with before writing begins.
- The marking code (see appendix) should be used consistently across school so children know what needs to be improved and why.
- Correcting should be completed by the children in **green pen** so it is clear. (Work should be checked by the child prior to the teacher to ensure non-negotiables e.g. capital letters are consistent.)
- Perfecting will be carried out in **purple pen**. This could be a sentence or paragraph. Whole class feedback grids will clearly direct children so they understand what they need to.

Maths

- Work will be marked in **blue pen**. Correct answers will be ticked and corrections will have a dot.
- Marking should be simple for children to understand where they have done well/need to consolidate and for teachers to plan the next steps.
- Children will respond, do corrections and complete challenges in **green pen** so it is clear.

Support

- If support has been given during the lesson, indicate who has given the support by using T or TA.
- Where the pupil has worked independently, no indications are required.

Wider Curriculum:

- When marking work in other subjects, comments will relate to the objective for that subject and learning will be assessed against this criterion. When work involves writing, the marking policy for English is to be used to reinforce the view that writing standards are important across the curriculum.

RAG rating

- If children have completed work confidently the WALT will be highlighted in **green** and challenges to deepen understanding will be set.
- If consolidation time is needed the WALT will be highlighted in **amber** and time will be set aside at the beginning of the next lesson/**during the afternoon intervention time** to complete this.
- If children need further input in order to grasp a new concept the WALT will be highlighted in **red** and further input will be given by an adult the following day. This will replace a lengthy written comment which the children may not understand.

Appendix

Marking Symbols	
Verbal feedback	V
Good point	✓
Paragraph	//
Something is missing	Λ
Missing CAPs or punctuation	P
Spelling mistake	sp
This doesn't make sense	?
Incorrect point/answer	●