



Marking and Feedback Policy

Date reviewed and approved by Curriculum & Standards Committee: January 2026

Review period: 2 years

Next review due: January 2028

Live marking

We mark “live” **across the curriculum** to ensure that the children in our classes get immediate feedback, which will enable them to make progress in their learning within the lesson. We also prioritise **verbal feedback**, both to individuals and larger groups (for example, in a mini-plenary, [using a visualiser](#)).

When live marking:

- A **red dot** means children need to think about or go back and check something. We will put this next to the calculation or at the end of a sentence that needs checking to encourage children to look for, and learn from, their mistakes.
- A **green tick** means that the children are being successful in their learning.
- Identify up to 3 spellings that the children should practise in purple pen. These should focus on words from the previous year’s spelling lists. Use your knowledge of the children; if they have misspelt “*when*”, then they should practise that word rather than the more-complex word “*parliament*”. Each chosen word should be written 3 times by the child.
- We will all use the 4 coloured biros for our marking.

After lesson marking

When marking after the lesson ensure this is purposeful and that the children will have the chance to respond to your marking. Marking in the build up to a big write should be accurate and effective as this means children will be able to be successful independently and writing outcomes will improve.

In English - focus on incorrect spelling and grammatical errors. For the end of unit write, mark so that you are able to complete the assessment grid for each child which will feed into individual targets (if applicable) and future teaching priorities.

In Maths - calculations children need to go back and check, reasoning/problem solving/deep dive have been understood - circle LP

Other subjects - complete the grid for that unit of work (in children’s books)





Children's responses to marking

- When children are spotting and correcting their own error, they should continue to work in pencil or pen as normal
- If children have teacher guidance to identify or fix their error, they should work in purple pen, to show that an element of support has been provided (this includes the 3x spellings)
- Any self-marking done by the children (such as spelling tests, or self-marking with teacher support via the visualiser) should also be done in purple pen. Presentation should be neat; purple ticks should be around the height of a line or square (in Maths).

Marking against the Learning Purpose

- In Maths and English only a Learning Purpose should be on each piece of work and circled in Maths but not English.
- A green circle on the LP means that the child has met the learning objective for the lesson.
- A red circle on the LP means that the child has not met the learning objective for the lesson and will need to revisit the learning again.
- A green and a red circle on the LP means that the child has shown an understanding of the learning objective but it is not secure.
- **In Maths only**, a double green circle on the LP shows that the child has a 'deeper' understanding of the learning:

Little Paxton Circling for Maths

			
Not met <i>Not been able to access the fluency without support. Has corrections.</i>	Not yet secure <i>Completed the fluency with minimal corrections but has not completed reasoning and problem solving accurately.</i>	Met <i>The child has completed the fluency, reasoning and problem solving with minimal corrections.</i>	Deeper understanding <i>The child has completed all work provided and has successfully shown a strong understanding of the Dive Deeper.</i>

English-specific points

- End of unit writes in English will be marked against the assessment grid for each child. Staff must mark the end of unit writes to enable them to complete this grid. These pieces should firstly be independently edited by the children in normal pen/pencil. Only after this process has been completed, should the children then improve their work in purple pen with teacher guidance.
- Each build up lesson will be marked completely following the marking code and children should have the opportunity to revisit mistakes or errors.

Maths-specific points

- You may choose to use a visualiser to allow for self-marking of the fluency task, at the end of the lesson (in purple pen).

Marking in other subjects

- In all other subjects the teacher will mark against the learning purpose for each lesson on the overview grid (in children's books). This will either be a green tick (meaning the child understood the lesson) or an N to indicate they were not present for that lesson. If the child was absent due to an intervention then an "I" will be used. No other marking is expected within these lessons.