



'Believe. Achieve. Be Proud.'

Feedback & Marking Policy

Lyngford Park Primary School & Nursery

Signature: *Nick Arnold*

Headteacher

Date: February 2025

Signature: *F Forsyth*

Chair of Governors

Date: February 2025

We ensure our feedback is consistently prompt, rigorous and constructive. It aims to empower and motivate pupils to identify and remedy their misunderstandings and build on their successes in a positive and relational approach.




Our feedback promotes pupils' desire to seek and apply their knowledge, skills and understanding further. We focus on recall and respond using their extended oracy skills.

Pupils develop skills of critical self and peer assessment. Sessions encouraging pupils to identify their own or others' learning to meet the agreed success criteria for the lesson are built into lessons regularly, for example through the use of reflection time and mini plenaries. These sessions also provide pupils with the opportunity to identify their own or others' next steps.

Teachers and Teaching Assistants give clear, descriptive feedback to pupils about how well they are doing and what they need to do to improve.

Teachers Give Feedback in BLACK PEN
Children respond to feedback in PURPLE PEN
Peer feedback is in GREEN PEN

Assessment is on-going through questioning, marking and oral feedback.

EFFECTIVE FEEDBACK KEY	
	I liked this because.....
	Remember for next time...
	Your next step is ...
(T)	My teacher and I have talked about this.
(S)	Fully supported to complete the task
(G)	Worked in a guided group.
(I)	Continued independently after guided work
Highlight	Indicate a feature from the toolkit has been used/success criteria has been achieved.
Highlight	To indicate where a correction is necessary or focus time activity to be followed up in reflection time.

*Early years will use an additional key (CP) – continuous provision

WRITING

- Every piece in the pupils' writing books has a Learning Objective and date. With extended writing, pupils use the success criteria to identify what they have done well and, using the **purple pen**, edit their work. Teachers use **black pen** to provide their feedback against the success criteria and provide guided next steps.
- Every piece of writing in pupils' books will either have oral (T) or specific feedback.
 1. Oral: (T) – the writing will have **purple pen** amendments.
 2. Written: using a **green highlighter** the teacher specifically identifies what the child has done well with reference to the success criteria
 3. Written: Using a **pink highlighter** teachers will identify one or two key elements that need improvement. i.e. spelling, grammar etc
 4. The pupils will have an opportunity to respond to this feedback.
 5. **Green pens** will be used for peer feedback/assessment.

MATHS

- Every piece in the pupils' mathematics books has a Learning Objective and date. Pieces of work are marked by the teacher. Pupils are given regular opportunities to self-assess and make corrections using a **purple pen**.
 1. Oral: (T) – The mathematics will have **purple pen** amendments
 2. Using a **green highlighter** the teacher ticks the learning objective to show when it has been achieved.
 3. Using a **pink highlighter** teachers will identify one or two key elements that need improvement. i.e. number formation, or incorrect.
 4. The pupils will have an opportunity to respond to this feedback in the next session in reflection time or during the mini plenaries within teaching sessions or same day interventions/pre-teaching.
 5. **Green pens** will be used for peer feedback/assessment.

READING

- Every piece in the pupils' Reading books has a date. Pupils will mark their work in class what they have done well and, using the **purple pen**, edit their work. Teachers use **black pen** to provide their feedback against guided next steps.
- All piece of reading in pupils' books will either have oral (T) or specific feedback.
 1. Oral: (T) – the writing will have **purple pen** amendments.
 2. Written: using a **green highlighter** the teacher specifically identifies what the child has done well.
 3. Written: Using a **pink highlighter** teachers will identify one or two key elements that need improvement. i.e. spelling, grammar etc
 4. The pupils will have an opportunity to respond to this feedback.
 5. **Green pens** will be used for peer feedback/assessment.

Science and Foundation Subjects

- Written work will be marked using the agreed marking symbols. (T) (where appropriate) – **purple pen** amendments where necessary.
- Using a **green highlighter** the teacher ticks the learning objective to show when it has been achieved.