



Marking and Feedback Policy

Year 2 – Year 6

Our Shared Vision

At Becontree Primary School we have **high expectations** of all members of our school community. We **value** the efforts of all and work to enable everyone associated with the school to fulfil their potential and **contribute positively** to their educational experiences. Our school motto '**Respecting One Another**' includes showing respect for ourselves and others.

Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all children, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: Governing Body	Date: 16.10.2025
Signature (Chair of Governors): Signed copy held on file	Signature (Headteacher): Signed copy held on file

Last reviewed on: October 2025	Next review date: October 2026
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Rationale:

We believe that marking and feedback should be manageable. Verbal feedback to pupils can be just as valid as written feedback and there is no need for teachers to give evidence of verbal feedback.

We do not require teachers to provide detailed written feedback when they are reviewing pupils' work or acknowledging their efforts.

Evidence collected through book scrutiny exercises, are not used to form judgements about the effectiveness of teachers' practice.

The marking and feedback policy aims to establish a reflective and interactive dialogue between the child, teacher and other adults. It must enable the child to contribute to the learning experience by helping them to make judgements about their own learning successes and needs, and reflect on the overall outcome of the work.

While we implement whole-school policies and systems for marking and feedback, we acknowledge that practice will need to vary according to the age and needs of pupils as well as by subject or area of learning (Refer to the EYFS and Rec/Year 1 Marking and Feedback policy).

Documents considered when compiling our Marking and Feedback Policy:

OFSTED latest guidance

Reducing teacher workload: Marking Policy Review Group report (March 2016) Marking Guidance

NEU Marking Policy Checklist

NASUWT Marking Guidance

Purpose of Marking:

ensures that teachers and parents understand where children are with their learning and what they need to do to improve further;

informs interventions to make sure that the child's progress is on track;

supports children's evaluation of their own learning.

General Guidance:

All teaching staff will mark in a **green gel rollerball pen**. (supplied by the school)

Year 3 – 6 children will do corrections and editing in a purple biro pen.

Year 2 children will do corrections in pencil.

Where work has been rushed, inappropriately presented or shows minimum effort, children will be asked to improve or re-do it.

Teachers should have **high expectations** and expect children to have high expectations of themselves too.

Class **worksheets** should regularly be checked and feedback given when appropriate.

When a **pupil is absent** or has missed part of a longer writing task, it should be indicated in the writing book and dated.

e.g.

Abs 14/02/25

Tick correct answers. The ticks must be neat and not too large. If an answer is incorrect, please leave it unmarked. You do not need to put a cross next to any error.

Peer or self-marking can be used; however, the majority of marking should be carried out by the teacher. Children must be taught how to mark, including the appropriate size of the tick. The teacher should check peer or self-marking to ensure it has been completed accurately.

Teachers may choose to make **comments** in children's books and on worksheets, but this should always be positive and constructive. If a comment is made, it should be neat, legible, grammatically accurate and punctuated correctly, and reflect the school's handwriting policy.

Marking writing: writing in books, which is in the form of individual sentence/word answers, tables, labelled diagrams, planning etc. does not need detailed marking. It does, however, need to be checked.

In longer pieces of writing, marking should never attempt to identify too many mistakes or point out many areas for improvement. It should be selective and focus on 1 or 2 elements, which will help the child to progress. This applies to the use of symbols and identifying spelling errors.

Whole school **editing** guidance should be followed to ensure that children are reflecting on their writing and working towards improving what they have written.

For some children more scaffolding will be needed to support the editing process.

Marking symbols used in writing books: in year 3 – 6 marking symbols will be placed in the margin of the same line, so that children will have to look and find for themselves where the correction should be made. In year 2, and for selected children in other year groups, the symbol will be inserted at the point of error. Children should be given only one or two symbols at any one time.

All symbols should be corrected and could be ticked by the child to show when they are done.

Teachers will ensure that children are aware of the marking symbols and what they represent. This could be displayed in the classroom or stuck into the book.

See Marking Symbol sheet – Appendix A

Spelling: identify one or two spelling errors (if any) and focus firstly on the high frequency/common words. Where a teacher has identified a spelling error, the child must re-write the word correctly three times to practise the correct spelling. Self-correction should be encouraged where appropriate and seek a balance between correct spelling and fluent writing.

Success Criteria: these should be used for every new genre of writing and stuck neatly into books. If self or peer evaluation tick boxes are included, ensure that they are ticked by the child and/or the teacher before moving on to the next unit.

Writing Marking Symbols

MARKING SYMBOLS	
Pens	
	I respond to marking and corrections in a purple pen.
Punctuation	
  	I have missed out, or have put in wrongly, something like... *a full stop *a capital letter *a comma *an apostrophe *inverted commas *an exclamation mark *a question mark
Words and sentences	
	I need to put in a letter/word/s that I have missed out.
	I need to change what I have written because it does not make sense. (KS2 only)
Spelling	
 - below word sp. - in margin OR X3 - below writing	I need to correct the spelling mistake I have made. I need to practise it three times below my work or in the margin.

