

Lytham C of E Primary School



Marking and Feedback Policy

To inspire everyone in our school family to be the best they can be within our caring Christian community.

Our strap line is, 'Together We Grow With God'.

At Lytham Church of England Primary School, we believe that all marking and feedback should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable (for both the teacher and the pupil): marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. Feedback can take the form of spoken or written marking, peer marking and self-assessment.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Teachers need to ensure their pupils know the right answers to these two questions:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

If pupils can answer these questions accurately, in subject specific detail, they are receiving effective feedback.

At Lytham Church of England, we recognise that some subjects require more in-depth feedback than others. Subject leaders instruct the staff in the marking strategy expected in their particular subject, to ensure continuity throughout the school. We feel that a one-stop strategy for all subjects will not meet the needs of our pupils. Consistency across our school is still important, but this will come from consistent high standards, rather than unvarying¹ practice. Shared expectations of marking will

help everybody to be clear about what is required of them.

The teacher/TA should mark in blue pen. In all subjects, teachers should mark work by ticking if correct and putting a dot if not. When possible, work should be marked instantly with verbal feedback given. Teachers must ensure that a child has acted upon this feedback and use a double tick above the action from the child to show this if correct and a double dot if not. If the child has actioned this feedback incorrectly, then the teacher/ TA would need to provide relevant support for that child. If verbal feedback is not possible, work must be marked as quickly as possible after completion and feedback given, verbally if needed. Written comments can be used but if so, children must be given the opportunity to respond to these comments at the earliest convenience. If a child has been heavily supported, in any subject, then a letter 'SW' will be written.

Children will work in black pen or pencil. They will correct or respond to any marking in purple pen.

A positive comment only should be given on completion of a piece of writing in their independent writing book. Constructive comments, written or verbal, should be given during the build up to a final written piece.

Green for Good	Highlighted in Green - "Things that I am getting right."
Amber for Action	Highlighted in Orange – "Things that I need to correct or improve."
✓	Correct answer.
•	Incorrect answer.
sp	Incorrect spelling (KS1 teachers - write correct spelling in appropriate space for child to copy underneath/ KS2 teachers - as KS1 or give the option for a child to use a dictionary and write the correct spelling in an appropriate space). Not all spellings should be corrected- use teacher judgement and knowledge of the child.
I	Independent work
VF	Verbal feedback provided
SW	Supported work
/	Finger spaces
O	Missing or incorrect use of punctuation including capital letters
~	Incorrect use of grammar or word choice

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.

Signed: Miss Hannah Davies

Date: September 2025

Review Date: July 2027

Agreed by Governors: November 2025

