



# Emmbrook Junior School

## Marking and Feedback Policy

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### Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	12.05.25	SLT	New Document	First release
1.1	12.08.25	N York	Updated sections Addition of subject specific guidance.	Guidance for staff around expectations.
1.2	26.01.26	N York	Addition of orange pencil for maths books.	Clarification for staff around expectations.

### Nurture - Grow - Thrive



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## Aims

The Department of Education (DfE, 2017) highlighted three simple words that best summed up useful marking, feedback and assessment:

**Meaningful:** approach used depends upon the Dage, subject and particular piece being marked

**Manageable:** marking should be purposeful and simple

**Motivating:** engage with learners to make progress

In addition to this recommendation, McGill describes marking is part of a continuous cycle:



*(‘Mark. Plan. Teach’, 2017, Ross Morrison McGill)*

Using these fundamentals as our key purpose, our key aims of the Emmbrook Junior School Marking and Feedback Policy are:

- To outline to principles of effective marking and feedback
- To provide staff with the key strategies for effective feedback and marking
- To create direct links between marking, planning and teaching
- To ensure that teachers use their time effectively to adapt teaching and learning
- To ensure that teachers plan for opportunities to engage children with feedback
- To ensure that mistakes (children making an error which they can correct) and misconceptions (misunderstanding of the learning) are celebrated and seen as opportunities to provide new learning.

## Rationale

High quality subject curriculum provision and delivery is informed by how pupils learn best. Teachers need to spend a greater amount of time planning their curriculum delivery than marking as this has a greater impact on student learning.

Feedback should be regular, but not onerous, practice. We promote a professional approach to assessment and feedback – **teachers should select the best feedback method available** to impact positively on pupil learning and future performance.



Clear, manageable expectations are set detailing the use of feedback in lessons, the regularity of marking, the identification of mistakes and errors and the use of peer and / or self-assessment. There are many highly effective forms of assessment for learning and feedback and **teachers will utilise a variety of means to assess learning and provide feedback**. Feedback has many different forms and evidence bases, and these should be considered in their entirety.

Our marking and feedback policy focusses on meaningful marking in order to make the approaches to marking both purposeful and manageable. We aim to remove unnecessary marking and encourage all forms of teacher feedback to be as close to the point of action as possible, preferably during the lesson. We have three different levels of marking and feedback, which will be outlined further in this policy:

1. Immediate
2. Responsive
3. Diagnostic

Marking and feedback should be an integral part of the assessment process to inform planning. Lessons should be adapted to ensure that the needs of the cohort are being addressed appropriately.

## Roles, Responsibilities and Monitoring

Responsibility for promoting the highest quality of marking lies with the whole school community. It requires the utmost professionalism from teachers and in return expects pupils to understand the part they play in the process so that they can take responsibility for their own learning.

Key roles and responsibilities include:

- The Headteacher in defining and agreeing the principles underlying the school policy and in monitoring and reviewing its application;
- The Senior Leadership Team is responsible for framing the school policy and organising support for the implementation of the policy and the monitoring of teaching and learning;
- All staff in ensuring consistent understanding and application of the policy;
- Teaching staff for planning the most efficient and effective way to mark and give feedback for each learning activity;
- Pupils need to be aware of what is expected of them in order that their learning, and that of those around them, is as effective as possible. It is important that they understand the value of the learning process.

## Monitoring

The Senior Leadership Team will review samples of work, as part of monitoring procedures, from each class to monitor the implementation of this policy and the effectiveness of the marking throughout the school. An analysis will be made and feedback will be given to staff. A review of samples of work in book looks, lesson observations and learning walks should provide examples and evidence of the following:

- Improvement in pupils' achievement and attainment;
- Consistency in teachers' marking across subjects;
- Participation of pupils in the process.



# Principles

We believe that in order for marking and feedback to be effective, and to meet the core aims of our policy, the following key principles should underpin all marking and feedback:

1. Marking and feedback practices should be manageable for staff undertaking it.
2. Children should be aware of the learning expectations using language they can understand (WALTs) and any marking and feedback will be focused on the expectations for that unit of work.
3. In addition to linking to WALTs, marking should indicate where misconceptions (linked lack of understanding of the WALT) are, but also evidence mistakes (children making errors for something that they should be able to do / know). Each year group has a set of 'non-negotiables' (which may be adapted to suit the stage of individual pupils) which should be corrected as mistakes within work.
4. Teachers should have flexibility to decide how to mark a piece of work completed by pupils, but all work should be acknowledged through highlighting of the WALT.
5. Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and pupils that addresses errors and misconceptions at an early stage. We support live marking wherever possible.
6. Pupils should be encouraged to mark, self-evaluate and peer-assess work as appropriate.
7. The outcomes of marking should be used to inform teachers' judgements and interventions concerning pupils' progress and to inform teacher planning, records and reports.
8. Opportunities should be provided for pupils to respond to feedback. These should be planned for by the class teacher as appropriate to the feedback delivered.
9. Marking and feedback should develop motivation and encourage positive attitudes to learning. Mistakes and Misconceptions should be celebrated and seen as an opportunity for new learning.
10. Colours should be used to quickly highlight or indicate positive feedback towards meeting or not meeting the WALT. Colours can be mixed if elements are met and other not, or hatched if WALTs are partially met.

Yellow means the child is showing evidence towards achieving the WALT

Blue means the child has shown evidence of a misconception of the WALT or made a mistake that requires a correction

- It should be clear which work is marked by a teacher and which is marked by an adult. Teachers will mark in pen or highlighters, and children self- or peer-marking should be completed in yellow and blue pencil. Orange pencils will be used in maths books instead of yellow, to improve visibility.
11. Children should edit work or respond to feedback in purple pen.



# Types of Marking and Feedback

## Immediate

This type of marking and feedback is done during the lesson with individuals, groups or whole class. It includes formative assessment from the teacher and / or support staff or live marking (using whiteboards, visualisers or verbal answers for example). This use of immediate feedback strategies should be common practice and evidence of this will be seen in pupils' books due to improved work, child voice conversations about the impact of assessment in the classroom and observation of teaching over time. With immediate feedback, teachers may not see every piece of work or be able to assess every child. Completed work should be acknowledged by highlighting the WALT either yellow (for met) or blue (for not met).

Strategies for immediate feedback include:

### Verbal Feedback

This is the most meaningful feedback and can be delivered at the point of learning (either by children working in a group with an adult / adult moving around the classroom or children coming to an adult to ask for support). Verbal feedback needs to be common practice in lessons. Verbal feedback can be evidenced by:

- learning walks (seeing verbal feedback in action)
- highlighting in yellow and blue during the lesson, explaining to the children why this was
- a worked example / correction being modelled by the teacher which addresses a misconception
- direct impact on children's learning (mistakes being corrected / not continuing etc.).

### Live Marking

This kind of marking allows child to receive quick, immediate feedback within the lesson. Marking can be done in a variety of ways, through teachers reading out answers, use of visualisers to model answers or visual answers being presented on an IWB. Live marking can be self-assessed, peer-assessed or marked by an adult. Peer and self-assessment are effective assessment for learning tools and should be used with regularity, as appropriate, and established within the formative assessment culture within a classroom. Opportunities need to be offered to enable pupils to look at and learn from each other's work.

**During both live marking and verbal feedback, it is important to give time for pupils to make corrections or edit their work using purple pen.**

## Responsive

When immediate feedback is not appropriate or possible due to the nature of the lesson, responsive marking can be used. This is marking that takes place after the lesson where teachers assess children's work to check their understanding. Examples of when to use responsive marking and feedback could be:

- Checking children's understanding following a new concept being introduced in a maths lesson



- Assessing children's work from a science lesson, where you were only able to work with a few children to provide immediate feedback
- Marking a child's piece of writing, if you have not been able to provide verbal feedback in the lesson.

As teachers are not able to provide verbal feedback to all children immediately, highlighting or pens should be used to evidence areas of learning that meet the WALT or not. The WALT should also be highlighted in yellow or blue. It may be useful, though not expected, to make brief comments which can be used to provide fuller feedback to children as appropriate.

When responsive marking is being used, time must be given to children to respond to feedback. This can be done:

### In groups

A group of children who are 'blue' marked may be taken aside by a teacher / support staff to address the misconceptions and mistakes. This could be done as 'early morning work', during an assembly, or another convenient time within the daily timetables.

### Individually

Teachers / support staff could speak to individuals to provide further feedback and clarify what needs to be corrected / changed as appropriate. This could be done as 'early morning work', during an assembly, or another convenient time within the daily timetables.

### Whole Class

Time could be used at the start of the next lesson to address misconceptions / blue areas within the previous piece of work before new learning begins.

## Diagnostic

This would be a planned piece of assessed work, and would involve the teacher reading or looking at the work of all pupils at the end of the activity. Teachers would then be able to identify key strengths or misconceptions for individuals or groups. This type of marking and feedback would normally take place 1 – 2 times a term for each subject taught. Examples of when to use diagnostic marking and feedback would be:

- Close marking of independent writing (3 - 4 time a term);
- Marking papers and use of QLAs following PiXL assessments (once per term for reading and maths);
- Evaluation of a final piece of artwork marked against the success criteria created for it (1 – 2 times a term)
- Evaluating children's understanding of science through an end of unit experiment or quiz (1 – 2 times a term).

It is important that assessment is effectively linked to the planned scheme of work and sequences of lessons so that pupils are assessed on what we want them to know and understand. These would normally be clarified within the WALT and success criteria for the lesson or assessed piece of work.



Diagnostic marking needs to provide individual feedback to pupils, in order to enable them to identify what went well and what they need to do next.

Once diagnostic marking has been completed, time should be allocated to allow children to understand and respond to their feedback.

## Can I give appropriate feedback to pupils in the the lesson? - Immediate Marking

Use Verbal Feedback or Live Marking to ensure that all children get feedback in the moment.

Ensure all work is acknowledged by an adult through highlighting of WALT

Ensure children are able to act on feedback in the moment or soon after.



## Do I need to delve deeper to check children's understanding? - Responsive Marking

Use responsive marking to look at work after the lesson. Use highlighters to show where WALT or SC have or have not been met.

Write brief comments to provide further feedback if needed.

Plan time for individuals, groups or whole class to act on feedback.



## Is this work going to help inform my teacher assessment of the pupils? - Diagnostic Marking

Plan the activity to ensure clarity around what is expected of the pupil.

Ensure that the activity links to a WALT from the EJS curriculum or assessment documents.

Ensure you have the capacity to provide effective feedback to all children following the activity.



# Strategies for marking and feedback within specific subjects

For all work, the WALT should be highlighted in yellow if the children have met the learning objective or blue if they have not. Where part of an objective has been met, teachers can use part yellow and part blue highlighting as appropriate. This should be completed for all children regardless of any other marking taking place for that lesson.

## Maths

### Immediate Marking

The majority of marking taking place within maths lessons should be immediate. This could be through either live marking, with the teacher providing answers verbally or on the board or through verbal feedback as the teachers and support staff move around the room and highlight accordingly.

Children should be able to respond to feedback immediately, using purple pens to show corrections to misconceptions or mistakes.

Teachers should use the information gained within the lesson to plan how to address broad misconceptions or mistakes within the next lesson.

### Responsive Marking

Where responsive marking is used and the teacher reviews the learning after the lesson, marking should indicate where mistakes and misconceptions have been made through highlighting in blue. Children should be given the opportunity to address these misconceptions through time at the start of the next lesson, through adult support in the morning or during the lesson or through whole class teaching (if the misconception is wide).

Teachers should use the information gained within the marking to plan groups, adult support or next steps for the class.

### Diagnostic Marking

Diagnostic marking should only be used for diagnostic testing. This would include the PiXL tests, plus any additional end-of-unit tests that you may wish to conduct with your class. These tests need to be marked closely, and QLA analysis completed to identify patterns in understanding and knowledge as well as to identify gaps.

The information gained within the marking should be used to inform medium term planning for maths within your class.



## English

### Immediate Marking

Live marking can be used for closed questions (e.g. for reading or GPS activities) where children are able to identify misconceptions or mistakes themselves. The majority of immediate marking within English lessons (particularly writing lessons) should be through verbal feedback. The Reading for Pleasure Centre provide some excellent resources to support effective marking for writing, including the use of writing conferences. Verbal feedback is best given while the children are writing, and focused on the elements of the learning objective or success criteria provided to support the children's learning. Use highlighters to indicate where these are being met, and where improvements to writing can be made.

Children should respond to this feedback immediately, using purple pen to edit their work as appropriate.

### Responsive Marking

Responsive marking may be completed for independent writing, as it is more likely that you will be unable to complete effective live marking for all pupils during a lesson. Marking should be completed using highlighters to indicate elements of writing which meet the success criteria, and areas where improvements can be made. Short comments (e.g. words to prompt children) can be included in green pen to support editing. Teacher assessment against success criteria should also be used to indicate what children have done well and what they can include to further improve their work.

Children should be given time at the start of the next lesson to review their marking and respond to the feedback.

### Diagnostic Marking

Diagnostic marking would be used when completing PiXL assessments for reading or GPS, or when marking an independent piece of writing. This should only take place once or twice a term, and should be planned in carefully to ensure that teachers have time to mark the work effectively.

Diagnostic marking should involve the completion of QLAs for reading and GPS papers, and reference to the year group Writing Teacher Assessment Framework for writing which can be found [here](#). This information should be used to inform teacher assessment for English.

### Marking spellings

Mistakes in spelling can be highlighted in blue where it is expected that the children should be able to spell a word. This will be dependent upon age, stage and prior learning for each individual pupil.

Highlight up to three words that you would like the child to practice.



## Foundation Subjects

### Immediate Marking

The vast majority of marking within foundation subjects can be done through live marking or verbal feedback as children complete activities. Mark using highlighters to indicate where children have or have not met the learning objective.

Children should be able to respond to feedback immediately, using purple pens to show corrections to misconceptions or mistakes.

Teachers should use the information gained within the lesson to plan how to address broad misconceptions or mistakes within the next lesson.

### Responsive Marking

Where responsive marking is used and the teacher reviews the learning after the lesson, marking should indicate where mistakes and misconceptions have been made through highlighting in blue. Children should be given the opportunity to address these misconceptions through time at the start of the next lesson, through adult support in the morning or during the lesson or through whole class teaching (if the misconception is wide).

Teachers should use the information gained within the marking to plan groups, adult support or next steps for the class.

### Diagnostic Marking

For each unit of learning, teachers should plan at least one activity which will allow them to assess children's understanding of either the content (based on the knowledge that has been taught) or skills and understanding (based on the progression ladders for their subject).

Content assessments could be in the form of class quizzes, a knowledge harvest or subject assessment.

Skills and understanding could be completed in the form of a research activity, investigation, independent activity (such as a piece of artwork) or a summary outcome to highlight their learning of a topic (e.g. a double page spread, a poster etc).

The EJS Curriculum Document (found [here](#)) and the Foundation Assessment Documents (found [here](#)) can be used to support teacher marking and feedback for diagnostic assessments, and these should be used to form teacher assessments of pupils to record on Arbor.

The information gained within the marking should be used to inform medium term planning for maths within your class.



## Appendix – Examples of Best Practice

5

1

2

3

\* Let's try another task

Year 3 example showing adaptive teaching – adjusting task when misconceptions where apparent.



9 1 2 5  
Numbers 0, 1, 0, 0, 0, 0, 0, 0

**Numbers to 10 000 000**

1) Do you agree with Elena? Explain your reasoning.

You write the number three million, four hundred and twenty-seven thousand and fifteen in numerals as 3,427 15.

Elena

2) Which could be the odd one out? Give two possible answers.

A 5 152 862

B 1 144 372

C 3 742 863

3) Is Drew's statement correct? Explain your reasoning.

I think the missing number in both statements is 540 000.

Drew

A  $6050 + 20\ 307 = 20\ 000 + 540\ 000$

B  $2\ 000\ 000 + 8100 + 4 + 5400 = 2\ 548\ 104$

4) Is Hari's statement always, sometimes or never true? Prove it!

A whole number less than ...

**Numbers to 10 000 000**

1) Amrit is thinking of a 7 digit number. Use the clues to identify what the number could be. Find all possibilities.

It is between 5 million and 6 million.

The ones digit is even and a prime number.

The hundred thousands digit is greater than 6.

The ten thousands digit is half of the hundred thousands digit.

The hundreds digit is even, less than 5 and more than 1.

The thousands digit is double the hundreds digit.

The tens digit is zero.

0 2 4 6 8  
5 0 0 0 0 0 0 - 6 0 0 0 0 0 0  
① 5 8 4 4 2 0 2  
5 8 4 8 4 0 2  
5 8 4 4 4 0 2  
5 8 4 8 2 0 2

These all only have 6 digits!

1) In because there is a place value higher than the 1 is should be 3 4 2 7 0 1 5

2) 3 7 4 2 8 6 3 because its the only one that doesn't end in 2.

5 1 5 2 8 6 2 because it's the only one that doesn't have a 4 in the ten thousand column.

3) Drew's statement is incorrect because the second one is correct but the first one is not because the 5 is in the millions not the hundreds thousands.

4) 5 can't be true because a whole number is a number that has no digits past a decimal point.

3 5 7 4 3 2  
6 7 9

Year 6 example showing correction of an error. Self marking for the first questions (in yellow pencil) and blue highlighting from the teacher to highlight an error, which has been corrected in purple pen.