

Powick Church of England Primary School



Feedback and Marking Policy

Reviewed: September 2025

Review Date: Autumn 2028

Powick CE Primary School

'Embracing Learning Together'

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.



Feedback and Marking Policy

1 | Rationale

At Powick we seek to foster positive attitudes to learning for all of our pupils. As part of our Christian vision we aim for every child to flourish by embracing learning and we understand how this is supported and enhanced through effective feedback which engages children in a dialogue about their learning and helps them make progress.

Clear, effective feedback and marking supports pupils to understand their next steps in learning and provides the teacher with opportunities to discuss achievements and development points with children.

Marking at Powick leads to learning and this policy has also been designed with consideration of the wellbeing and workload of teaching staff by ensuring marking is used only where it can have meaningful impact.

2 | Impact of effective feedback and marking

Effective marking will:

- Show the pupil that their work is valued
- Guide next steps and future planning
- Help children to understand what they do well and how they can improve
- Challenge and extend pupils' thinking
- Lead to rising standards and good and outstanding rates of progress

3 | Expectations






- The LO and success criteria are displayed clearly and shared with the children, providing the focus for feedback.
- All marking should be live marking except in English and Maths or for other specific reasons.
- All work is acknowledged by highlighting of the LO – green achieved/pink working towards
- Written comments are written in clear handwriting which follows the continuous cursive script used by children or print as appropriate.
- Children write the date and LO in their book where possible; those unable to write the LO may have this scribed by an adult or provided on a sticker.
- The marking symbols are displayed in the classroom and the children know what they signify.
- Response time is well managed by the teacher, allowing the children to respond to the marking in purple pen within the lesson, in the next lesson or in pupil conferencing. All editing is completed in purple pen (purple polish).

3 | Marking process

- Oral feedback and immediate live marking is consistently given during a task so misconceptions are addressed as they arise.
- Agreed symbols are used for both live marking (at the point of learning) and secondary marking (teacher marking after the child has completed the task in English and Maths).
- Teacher feedback will be focused on the LO.
- Success criteria, displayed clearly on working walls or the whiteboard, are used by staff and pupils to discuss the effectiveness of outcomes in that session.
- Where appropriate, in English and Maths, extension and thinking deeper pink questions are provided to extend pupil's thinking and address age-related key skills. This will be written in pink pen by the teacher and responded to in purple pen by the child.
- In RE and Science extension and thinking deeper pink questions will be prepared in advance and shared with children as appropriate when they are ready to think deeper. This will be responded to in purple pen.
- Response time is given for pupils to read and respond as appropriate to any pink verbal feedback or questions. Pupil responses are always checked by the teacher to ensure that they are accurate and show learning.
- Any short answer questions marked by children are only marked by the child who completed the work. These are always checked by a teacher.

3 | Marking colours and symbols

- The following tables show the marking codes and colours to be used for feedback marking and should be displayed in every classroom

General Marking Codes and Colours	
<i>Purple Pen</i>	<ul style="list-style-type: none"> • Purple polish - Pupil's response to marking or independent or supported editing
<i>✓✓</i>	Very good point, word or answer
<i>S</i>	Supported
<i>VF</i>	Verbal Feedback given
	Letter or number facing the wrong way
<i>Pr</i>	Presentation (Example of correct join provided as model).
<i>PC</i>	Pupil Conferencing
English	
<i>Sp</i>	Spelling (child to copy out correctly (and add spelling to personal spelling log) Maximum of 3 spellings in a piece of work
<i>FS</i>	Finger spaces
	Write on the line
<i>//</i>	New paragraph
<i>P or P</i>	Punctuation
<i>Pink comment</i>	Individual comment to edit and improve or think deeper
Mathematics	
<i>.</i>	Check this
	One digit per square
<i>"_ said that..."</i>	Adult scribed evidence of reasoning
<i>Pink comment</i>	Individual comment to edit and improve or think deeper
Foundation Subjects –History/Geography/French/Science/RE	
 	LO Highlighted Green – achieved; Pink – not fully achieved
<i>VF</i>	To address any fall in expectations of English or Maths skills in written work and the presentation of non-written work
Short answer work	Children may self-marked in purple but this must ALWAYS be checked by the teacher and acknowledged with a green tick.

