

Powick Church of England Primary School



Feedback and Marking Policy

Reviewed: Autumn 2026

Review Date: Summer 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

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.

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.

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

Expectations

- All marking should be live marking and only completed retrospectively when live marking was not possible.
- All work is acknowledged by highlighting of the LO on the LO sheet – green achieved/pink working towards
- Written comments are only used if necessary. Any written comments by staff must follow the continuous cursive script used by children or print as appropriate.
- Letter/number formation will be addressed in each session and up to 3 spellings will be modelled for correction
- Response time is well managed by the teacher, allowing the children to respond to the marking in purple pen immediately, within the lesson, or as soon as practically possible eg. Next morning. All editing is completed in purple pen (purple polish).

Marking process

- Oral feedback and immediate live marking is consistently given during a task so misconceptions are addressed as they arise. These are marked with 'VF' to indicate 'Verbal Feedback'
- Where appropriate, extension and thinking deeper pink questions may be 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.
- Response time is given for pupils to read and respond as appropriate to any pink verbal feedback or questions.
- Children may self-mark through whole class feedback and peer marking is discouraged

Marking colours and symbols

- Positive comments will be underlined in green highlighter or have a green biro tick.
- Misconceptions will have a pink highlighter dot underneath for children to self correct. Spellings will have pink underline and the correct spelling will be modelled for children to repeat 3 times.

Symbols

VF – Verbal Feedback

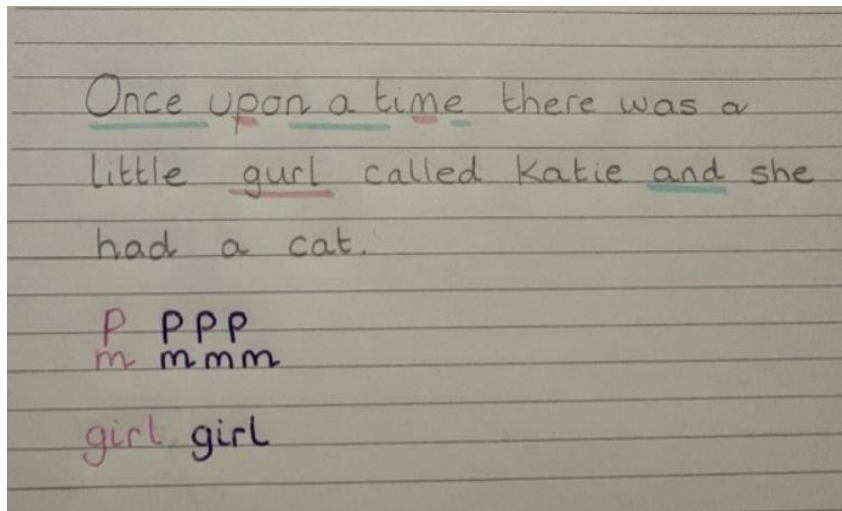
S- Supported

I – Independent (when a child may have previously been supported)

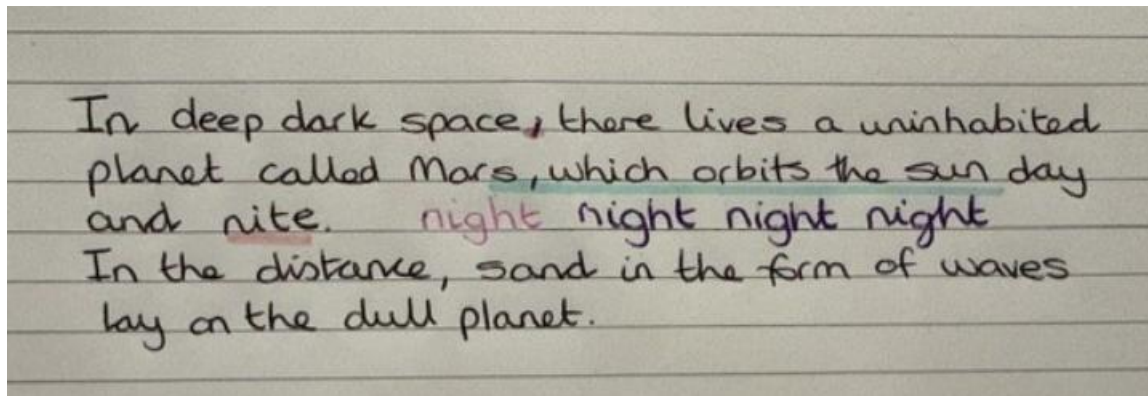
// - New paragraph

h/w - handwriting

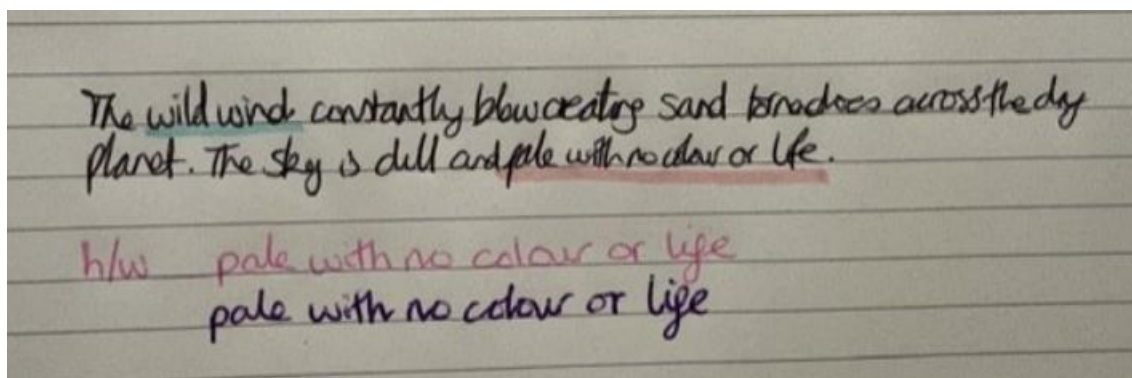
Examples



Letter formation and spelling addressed



Punctuation self-corrected and spelling identified during live marking



Handwriting addressed and purple panned

Date	Reason for amendment	Ratified by LAB
Summer 2026	New headteacher. Changes to policy	