



Low Furness CE Primary School

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Mark 12:31

Policy for Marking, Feedback & Assessment

Purpose

At Low Furness CE Primary School, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

We take into account the age and ability of our children when applying our policy. All teachers will assess work and give feedback during lessons as an essential part of their assessment process.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful**, **manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Aims

We show that we value children's work in order to:

- Boost the pupils' self-esteem and raise aspirations, through the use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- Give the children a clear picture of how they are progressing with their learning and what they need to do to improve their work.
- Promote self-assessment, whereby the children recognise their own difficulties and are encouraged to accept guidance from others.
- Share expectations.
- Gauge the children's understanding and identify any misconceptions.
- Provide the ongoing assessment that identifies gaps in learning and informs our future planning.



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Rationale

Feedback is the dialogue between an adult and a child which is the principal driver for improvement; to enable the child to find the solution and to learn from it. Feedback is about the process of learning rather than finding the correct answer.

Key Principles of marking, feedback and assessment

Our policy on marking, feedback and assessment has at its core a number of principles:

- The sole purpose and focus of feedback and marking should be to further children's learning;
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by a child.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- We believe that the best method of marking and feedback is the dialogue that takes place between the teacher and the pupil while the task is being completed.
- Marking should always relate to the lesson objective and success criteria for that lesson. However, teachers must ensure that marking in all subjects takes into account the high standards we expect for handwriting, spelling and punctuation.
- The child should always respond to the marking and feedback given during the lesson. Through forward-focussed feedback given during live in the moment marking, children can respond appropriately using their green pen.
- Verbal feedback should be given on what the child's next steps are.
- When appropriate, children can mark their own and others work, but the teacher will oversee the marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.
- Children should be encouraged to assess their own work ahead of final marking, by referring to success criteria. Children will be encouraged to indicate to the teacher and assess their own understanding.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books by teachers using our marking key using a purple pen.
- Teachers are to mark work in a purple pen. Children are to up-level work in green pen in all subjects. Peer assessment is to be completed in black pen.

General guidance

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching through live 'in the moment' feedback



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2. Summary feedback – at the end of a lesson/task through forward focused feedback and allowing children time to respond to this feedback at the end of the lesson
3. Review feedback – away from the point of teaching. Summative assessment including extended assessments in writing

The stages are deliberately numbered in order of priority, noting that daily formative feedback closest to the point of teaching and learning is most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate 'in the moment – live' feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> o Teacher circulating the lesson giving live in the moment forward-focussed feedback - individuals & group o Includes teachers gathering feedback from teaching, including mini-whiteboards, book work, etc. o Takes place in lessons with individuals or small groups o Often given verbally to pupils for immediate action o May involve use of a teaching assistant to provide support or further challenge o May redirect the focus of teaching or the task o May include highlighting/annotations o Teacher following our marking key – live in the moment feedback 	<ul style="list-style-type: none"> o Lesson observations/learning walks o Evidence of marking key being followed in books- annotations or use of highlighting o Examples of children responding to feedback by using their green pen to edit and improve o Teachers circulating all children throughout the lesson
Summary	<ul style="list-style-type: none"> o Takes place at the end of a lesson or activity o Often involves whole groups or classes o Provides an opportunity for evaluation of learning in the lesson o May take form of self- or peer- assessment against an agreed set of criteria o In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> o Lesson observations/learning walks o Timetabled pre- and post-teaching based on assessment o Some evidence of self- and peer-assessment o May be reflected in selected focus review feedback (marking)



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Review	<ul style="list-style-type: none"> o Takes place away from the point of teaching usually through summative assessments completed at the end of each term o Provides teachers with opportunities for assessment of understanding o Leads to adaptation of future lessons through planning, grouping or adaptation of tasks o May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> o Acknowledgement of work completed o English writing expectations grid completed at the front of children's books o Adaptations to teaching sequences tasks when compared to planning o Use of annotations to indicate future groupings
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Children complete their work in lessons as normal. The teacher analyses each child's work during the lesson. Each piece of work and the child's learning objective will be ticked/annotated (following our marking key - appendix 1) to acknowledge that the work has been checked and to show whether the child has met or not yet met the learning objective.

Teachers will use our marking key for children to respond to during lessons which includes any basic errors and year group expectations (e.g. GPS errors in English and number fact errors in maths). These will be indicated during live in the moment feedback by the teacher using the marking key. Teachers may, if they wish, add praise comments or stickers where needed to indicate work that shows particularly good effort on the part of the student; however this is not essential.

- Marking should be done in **purple**.
- Peer marking and editing is done in **green** pen (in Mathematics it is always pencil).
- All marking is initialled by the member of staff who completes it unless it is the usual class teacher for that lesson.

Assessment in writing

- In the Foundation Stage, the teachers use verbal feedback to inform the children of their success and targets to work on.
- Year 1 teachers use a visual chart stuck into their book which highlights when capital letters, full stops and finger spaces have been used. The teacher gives targets as verbal feedback to the children.
- Teachers in Years 2-6 will use the following marking key when marking writing in **ALL** subjects (unless it is the half termly assessed piece of English work).





Missing punctuation	The missing punctuation to be written in the margin. Children to identify where the punctuation is missing and write it using green pen.	P written in margin. Children identify what punctuation is missing on the line and write it using green pen (Older children) Missing punctuation written in the margin (Younger children) Teachers pointing out where the missing punctuation may go for early writing.
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Capital letter mistake	Aa to be written on the correct line in the margin.	
Start a new paragraph	// written in the margin	
Writing doesn't make sense	 Written in the margin alongside the section of work which does not make sense.	
Spelling mistake	 Spelling to be underlined and correct spelling to be written above. Child then needs to write the correct spelling 3 times in green pen. No more than 3 spelling mistakes should be underlined in a piece of work.	 Spelling to be underlined. Child asked to find the correct spelling in a dictionary and write it down 3 times in green pen. No more than 3 spelling mistakes should be underlined in a piece of work.
With adult support	S	S to be written next to the learning objective to show that the child has completed the work with adult support

- Handwriting - Children will be told verbally about their handwriting in all subjects. When appropriate children will be instructed to start the work again using their best handwriting.
- Whenever possible, marking will be completed during the lesson and no written comment is required from the teacher as verbal feedback will be given during the lesson.
- Teachers do not need to highlight the learning objective to say whether the objective was achieved in English as they are using ongoing assessment to make judgements on writing.
- Every half term, there will be at least 2 pieces of writing which need to use the 'teacher and self assessment' marking grid. The teacher will still use the above marking key but they are also expected to fill in the teacher assessment section of the marking grid in red pen. Children are expected to fill in the self assessment part of the grid in green pen. Using both their self assessment and teacher assessment ticks, each child is then expected to write their own star and step on the writing grid, under the guidance of the teacher. Children will then be asked to up-level their work, focusing on the target they have written.
- Towards the end of each half term, teachers are expected to give the children a writing assessment piece to complete. This work is to be completed independently and above marking key and grids are not to be used. Teachers will then assess this piece of writing using the writing assessment grids stuck in the front of the children's books. Teachers should use the information from this assessment to inform future planning.



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Assessment in Reading

- Reading work will be marked using the above marking key.
- Formative assessment - Year group AF assessment focuses for reading will be stuck at the back of the children's books. Teachers will use these to inform their planning, knowledge, marking & feedback. There is no requirement to highlight or tick these off.
- At the end of each term, the children in Years 2-6 (Year 1 in Spring and Summer term only) will complete an NFER Reading assessment. These results are then recorded, analysed and monitored on Scholarpack.
- Reading Fluency is assessed regularly

Assessment in Spelling

- Children in Years 1-6 to be given a weekly spelling list to learn at home. This will then be tested each week and results recorded.

Assessment in SPAG

- At the end of each term, the children in Years 2-6 (Year 1 in Spring and Summer term only) will complete an NFER SPAG assessment. These results are then recorded, analysed and monitored.

Assessment in Mathematics

- A tick in a purple pen will indicate the correct answer.
- A cross will indicate an incorrect answer; this will ensure that:
 1. The teacher and anyone else reading the work, will know that the child did not achieve something the first time.
 2. The teacher knows that it has been corrected.
 3. Children can find the step that they went wrong.
- The marking will be focused primarily on the original learning objective. As such, it may not be appropriate to mark every individual calculation.
- Comments on work are not required as this will be done verbally during the maths lesson.
- In order to help inform whether a child has achieved an objective or not, the teacher will use our Low Furness tick system next to the learning objective. See appendix 1
- Spelling mistakes to be identified using the same key as the marking key for writing and children to write the correct spelling out 3 times in green pen.
- Number reversals must be corrected in pencil at all times.
- All corrections are to be completed by the children in pencil.
- At the end of each term, the children in Years 2-6 (Year 1 in Spring and Summer term only) will complete an NFER Maths assessment. These results are then recorded, analysed and monitored.

Assessment in all other subjects - Science, Humanities, RE

****Training in progress for CPD linked to new curriculum developments**

This policy outlines Low Furness' new approach to assessing Science, History and Geography. One that helps us to identify & find out where there are gaps in pupils' knowledge and skills, and one that helps see that they are making



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progress. Our new assessment policy enables us to help all pupils to embed knowledge and use it fluently, and assists teachers in producing clear steps for pupils.

Our new assessment policy will support the teaching of the curriculum, and ensure the teaching & delivery of high expectations of all pupils. At Low Furness we give our pupils the ability to retain & recall information which is central to improving their memory, knowledge and learning.

"Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned."

Sweller, 2004.

OBJECTIVES

1. To improve pupils' knowledge and skills in all foundation subjects & science
2. To identify and find out where there are gaps in pupils' knowledge and skills
3. To ensure all pupils are making good progress
4. To help all pupils embed knowledge and use it fluently
5. To enable teachers in producing clear steps for pupils

KEY STRATEGIES

1. At the beginning of all topics new knowledge notes are provided for children to ensure children are equipped with all vocabulary and knowledge they need to access the full curriculum
2. Teaching sequences will be focussed on the teaching of the **component questions - sequencing - retrieval** and knowledge and vocabulary rich lessons and activities
3. By teaching children the right components and sequencing them correctly, this will result in the composite questions being understood and learning effective.
4. Our new assessment policy gives clarity in what pupils need to know and do linked to Low Furness' long term curriculum planning.
5. Our new assessment policy will enable teachers to reflect more effectively and make adjustments as necessary.
6. Ongoing **retrieval tasks** and **prior knowledge** is essential in every lesson to help pupils make those prior knowledge connections. Ensuring that all children **think hard** to achieve the ambitious goals that we set
7. All foundation subjects and science lessons will include a short warm up '**Ignition time**' activity at the start of every lesson to 'ignite' their learning, encourage retrieval and prior knowledge links.
 - ❖ Retrieval tasks activities may include:
 - True or false
 - Noughts & crosses
 - Word sorts - vocabulary choices
 - Speak like an expert (specific points for vocabulary used in describing previous knowledge and topics)
 - Memory challenge - Choose a focus question with different points allocated to each question. Pupils answer a selected question to gain as many points as possible.
 - Who wants a million points - describe the vocabulary from a given topic. As they progress down the ladder they



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earn more points.

- Connecting images - use two or more images around previous knowledge and ask pupils' to recall connecting between them and any important key vocabulary.
 - Bingo
 - Starter for 10 - names of people. Pupils describe and say as much as they can about each one.
 - Quizzing
 - Retrieval mats to be created for each topic linked to previous topics and year groups learning & knowledge
 - Brain dump
 - Cops and robbers
 - List it
 - Retrieval grids
 - Multiple choice interactive quiz -plicker
 - Snakes & ladders
8. Quizzes will be used at the end of every unit of learning. The same quiz will be repeated at the beginning of the next related unit of work to identify pupils' knowledge and skills, and to identify any gaps.
 9. Following all retrieval tasks and quizzes, the class teacher will be reflective and adapt the teaching sequence as necessary. This will reflect identified gaps, prior knowledge and skills.
 10. Through this new formative assessment approach to the assessment of all foundation subjects and science, all pupils at Low Furness will make good progress.
 11. For Science, History and Geography a summative assessment judgement (M or NYM) will be made at the end of every half term and uploaded onto the assessment drive.
 - Year group foundation subjects assessment data overview.
 - An overall assessment will then be made at the end of the year including working scientifically.

Assessing Music, Art, Design & Technology, Computing & Modern foreign languages.

For all other foundation subjects, summative assessments will be made at the end of the year to highlight whether children have 'met M or not yet met NYM' age related expectations.

MARKING & FEEDBACK - foundation subjects & science

- In order to help inform whether a child has achieved an objective or not, the teacher will continue to use a tick system (appendix 1) next to the learning objective.
- Written comments are not required as verbal feedback will be given during the lesson.

'Fix Its'

All children in school will be given the opportunity to review their learning and act on mistakes made. 'Fix Its' should be completed in pencil or green pen (in Mathematics it is always pencil).



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Monitoring & Review arrangements

All members of staff are expected to be familiar with the policy and to apply it consistently.

This marking policy has been written alongside staff using the DFE document 'Eliminating unnecessary workload around marking'. We are aware of the need to monitor and update this policy on a regular basis, so that we can take account of the continuous improvements we make to our practice, we will therefore review this policy on an annual basis. The policy is due for review **Autumn 2026**.

Approved by	
Name:	Clare Rowland-Smith
Position:	Head Teacher
Signed:	C Rowland-Smith
Date:	January, 2025 Updated: June, 2025
Review date:	September, 2026




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APPENDIX

No ticks	Not enough evidence and work to show you understand this. Highlight objective PINK
No ticks - O written next to the objective	Getting there but a little bit more work is needed - please take another look. Highlight objective ORANGE
✓	Objective achieved - Well done. Highlight objective GREEN
✓✓	Objective achieved: working on and above. Fantastic. Highlight objective GREEN



	KS1 & Lower KS2	Upper KS2
Missing punctuation	The missing punctuation be written in the margin. Children to identify where the punctuation is missing and write it using green pen LKS2 Teachers to point out where the missing punctuation may go for early writing & children have a go using green pen to edit and improve KS1	P written in margin. Children identify what punctuation is missing on the line and write it using green pen
Capital letter mistake	Aa to be written on the correct line in the margin.	
Start a new paragraph	// written in the margin	
Writing doesn't make sense	 Written in the margin alongside the section of work which does not make sense. Child to then check, edit and improve using green pen	



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Spelling mistake	 Spelling to be underlined and correct spelling to be written above. Child then needs to write the correct spelling 3 times in a green pen. No more than 3 spelling mistakes should be underlined in a piece of work.	 Spelling to be underlined. Child asked to find the correct spelling in a dictionary and write it down 3 times in green pen. No more than 3 spelling mistakes should be underlined in a piece of work.
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