Ladygrove Primary School and Nursery

Marking and Feedback Policy.

Written January 2026
Due for review January 2027

Introduction

Our marking policy embraces our school ethos of “Every Day Counts and Every Minute Matters”. Therefore, our marking policy is based around research focused on making every interaction between a child and adult at Ladygrove Primary School matter.

Furthermore, our policy incorporates our character education using our learning animals. It encourages children to know what we are aiming for in lessons, how to be resilient, support others and to guide teachers on how we can adapt, provide feedback to reduce barriers, challenge all pupils and make pupils feel that they, their work and efforts are valued.

Mental Health and Wellbeing

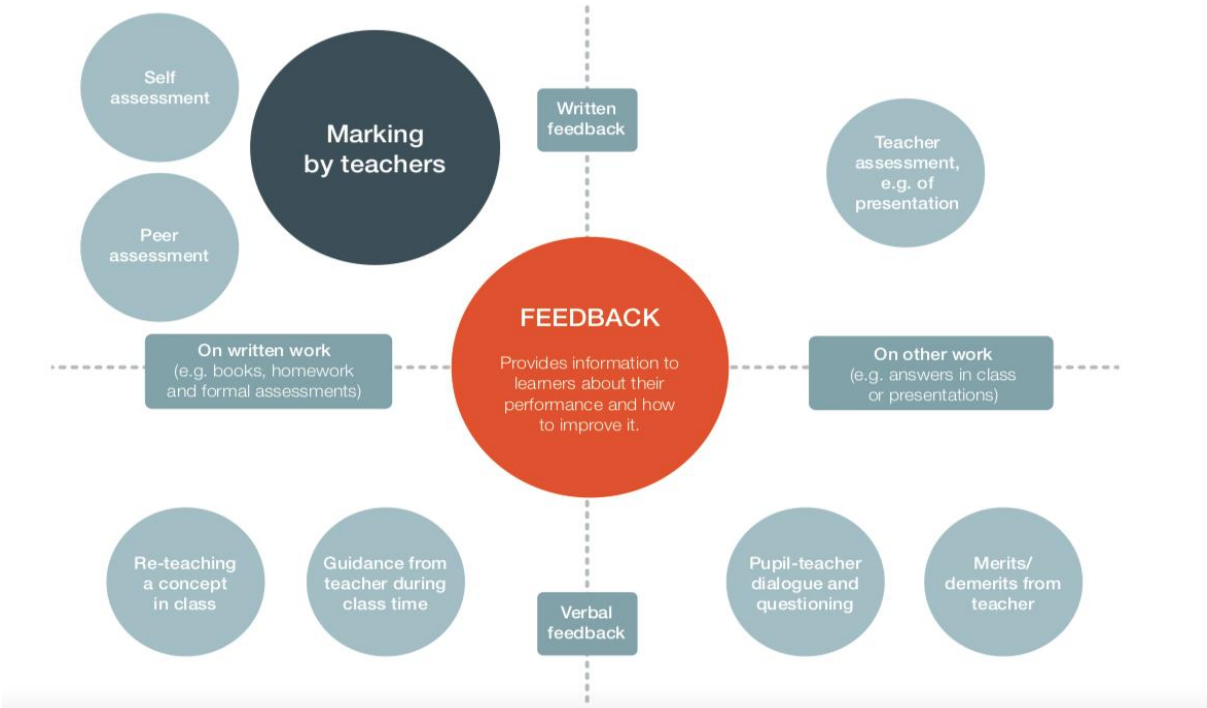
At Ladygrove, we put our staffs’ mental health and wellbeing at the heart of everything we do. Therefore, our marking and feedback policy underpins the need to reduce workload using evidence-based research approaches that have a positive impact on teaching and learning.

Research

A toolkit created by the Education Endowment Foundation (EEF) charity, which looks at the effectiveness of different teaching interventions, said feedback can have an effect equivalent to giving children an extra eight months’ progress in a year. Recent research by John Hattie looking at the ‘effect sizes’ of 256 different teaching strategies, shows that ‘self-reported grades’, ‘self-efficacy’ and ‘metacognitive strategies’ have the greatest impact upon children’s learning, all of which are at the heart of our culture for personal growth and self-regulation at Ladygrove Primary.

Upon understanding how feedback impacts upon learning, it is important to consider that feedback takes many different forms in a primary classroom. This diagram from the EEF shows some of the different forms of feedback:

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation



It is also important for us to give evidence-based reasons as to why we are prioritising different forms of feedback at Ladygrove above ‘marking’.

A reference from the EEF paper ‘A Marked Improvement: A Review Of The Evidence On Written Marking’:

“Marking has the potential to be hugely time consuming. Marking was identified as the single biggest contributor to unsustainable workload in the Department for Education’s 2014 Workload Challenge – a consultation which gathered more than 44,000 responses from teachers, support staff and others. Approaches to marking vary widely in terms of their content, intensity and frequency. For many teachers, it is not the time that each approach takes up by itself, but the cumulative requirement of combining several different approaches, in depth, across multiple classes each week, which can create a heavy workload.”

It is our vision for our children to leave primary education as established metacognitive thinkers and self-regulated learners. Essentially, self-regulation is about the extent to which learners are aware of their strengths and weaknesses and the strategies they use to learn. It describes how they can motivate themselves to engage in learning and develop strategies to enhance their learning and to improve. It will look different for learners of different ages, and for different tasks, but teachers will recognise these characteristics in their most effective learners.

Zimmerman, ‘Becoming a Self-Regulated Learner: An Overview’, gives a helpful description of what a successful self-regulated learner looks like:

‘These learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning.’

EEF extract identifying the meaning of self-regulated learning:

“Self-regulated learning can be broken into three essential components that teachers need to know about to help their pupils to develop into successful learners:

Cognition is the mental process involved in knowing, understanding, and learning.
By *cognitive strategies*, we mean skills like memorisation techniques or subject-specific strategies like making different marks with a brush or using different methods to solve equations in maths. This is the bread and butter of good teaching; cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.

Metacognition is about the ways learners monitor and purposefully direct their learning. For example, having decided that a particular cognitive strategy for memorisation is likely to be successful, a pupil then monitors whether it has indeed been successful and then deliberately changes (or not) their memorisation method based on that evidence. By *metacognitive strategies*, we mean the strategies we use to monitor or control our cognition, such as checking that our memorisation technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.

Motivation is about our willingness to engage our metacognitive and cognitive skills and apply them to learning. *Motivational strategies* will include convincing oneself to undertake a tricky revision task now—affecting our current well-being—as a way of improving our future well-being in the test tomorrow.

Our aims

Our ultimate aim is to create a classroom culture of self-regulation, with teachers equipping children with the tools to become highly effective at reflecting on their own successes and areas for improvement. We will follow the EEF summary of recommendations in order to let this culture develop:

- Teacher should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.
- Explicitly teach metacognitive strategies including how to plan, monitor and evaluate their learning.
- Teachers should model their own thinking to help pupils develop their metacognitive and cognitive skills.
- Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.
- Promote and develop metacognitive talk in the classroom.
- Explicitly teach pupils how to organise and effectively manage their learning independently.

What does 'feedback' at Ladygrove Primary look like?

Feedback at Ladygrove Primary has an ultimate aim of nurturing these core skills as children progress from Early Years to Year 6:

- Developing metacognitive strategies - methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking' (linked with the pedagogy behind our curriculum approach relating to MARGE see appendix 2) **When we feedback to children we think aloud to model how to unpick mistakes, which allows our pupils to begin to think critically about their learning.**
- Promoting self-regulated learners – where learning is guided by metacognition, strategic action (planning, monitoring, and evaluating personal progress against a standard), and motivation to learn. Self-regulated learners are successful because they control their learning environment. At Ladygrove, we have developed our success criteria's to breakdown learning into; Prior knowledge, new skill and the key concept. Within lessons this is explicitly explained to children, using our 'Looking for Learning Slides' to allow them to see their own success, allowing them to be critical of their own learning. We promote their self-regulation through our learning animals.
- Developing a culture of self-efficacy - one's belief in their ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. When we mark and feedback to the children we provide them with opportunities to improve and correct their work. Feedback is carefully constructed verbally and through visual prompts to allow pupils to become self-reflective.

Non-negotiable elements to the feedback given to children at Ladygrove Primary School:

- Feedback is given by all adults working with the children in the classroom
- Children are given opportunities to become aware of and reflect on their current performance and learning needs
- Children are given recognition and appropriate praise for effort, resilience and grit (Learner of the week)
- Staff respond to individual learning needs, and to the needs of the group
- Staff are encouraging children to take responsibility for improving their own learning through self and peer-support/coaching
- Staff are incorporating language that encourages 'growth-mindset' and 'metacognition'
- Staff are including a focus on celebrating 'marvellous mistakes' in their everyday practice.

What does marking look like in Practice?

EYFS

In Early Years, children should be given opportunities to orally reflect on how they have found a task, and how they have performed on a specific activity. In taught phonic, maths and Specific Areas of learning sessions children have a success criteria which adults will mark against which also supports in providing well scaffold feedback and inform future planning.

-GREEN FOR GO
-PINK FOR THINK

Key Stage 1 and Key Stage 2: A template Success Criteria is used for English, Maths and Science. It is expected that Staff will highlight the objectives (the skill **'I can'** and the concept '**I understand'**) the pupils have achieved in GREEN and a PINK highlight will inform the children of their next steps

-GREEN FOR GO
-PINK FOR THINK

English

English will be marked using green highlighters focussed on the 'I can' (learning intention) statement. Teachers will highlight examples of the intended learning within a piece of independent work. Where a child has not met the intended learning outcome they will have a 'Think pink' to support them in meeting the intended learning outcome through further scaffolds.

Chance to Shines

When providing feedback on independent writing (example; Chance to Shine), it is expected that this will be marked against the writing grids, future targets indicated on their target post-it notes. When a target has been achieved, this is made obvious by highlighting evidence in yellow in the work and dating the target written on the post it note. This post-it note will then be stuck in the child's book. A new target is then decided upon from assessment statements not yet reached on the writing grids and indicated in the child's book. This will also be discussed during conferencing or 1:1/group feedback time.

Spelling

Spelling errors should be set as corrections in line with the child's ability, but also taking into account the spelling lists for particular year groups, as outlined in the National Curriculum 2014. This can be approached in two different ways; either by underlining the word which is spelt incorrectly and the children writing it out three times correctly at the end of their work or by the children identifying the correct spelling from a list of alternative graphemes or incorrect spellings.

Maths

Maths - Live marking with a green tick will be used to quickly identify if a pupil has gained understanding. Mistakes in Maths books should be acknowledged (Think Pink) to allow children to rethink their answers and make corrections during the next lesson. WALTS will be highlighted in green if children have met the learning outcome.

Maths targets will be indicated on a post-it note and this will be highlighted and dated in the same way when it is achieved. Target sheets in the front of children's maths books will be highlighted and dated when they have been achieved.

Science

Live marking with a green tick will be used to quickly identify if a pupil has gained understanding. Mistakes in science books should be acknowledged (Think Pink) to allow children to rethink their answers and make corrections during the lesson or the next lesson. Scientific vocabulary should be corrected using the 'Think Pink' marking spelling marking code. Alongside, conferencing and adaptive teaching. WALTS will be highlighted in green if children have met the learning outcome.

Foundation

Live marking with a green tick will be used to quickly identify if a pupil has gained understanding. Mistakes in foundation books should be acknowledged (Think Pink) to allow children to rethink their answers and make corrections during the lesson or the next lesson. Topic specific vocabulary should be corrected using the 'Think Pink' marking spelling marking code Alongside, conferencing and adaptive teaching. WALTS will be highlighted in green if children have met the learning outcome.

Think Pink

'**Think Pink' –** is to provide a child with an opportunity to think again or think deeper.

Error or misconception (Think Pink)

Where a child has a misconception or an error a 'Think Pink' is provided to rethink the learning. This could be in the form of; a further scaffold, a question to get them to rethink, an opportunity to edit.

Marvellous Memory - later that day or the following lesson to focus on misconceptions/marvellous mistakes, creating learning points through which children can improve the way they perform a task or piece of writing.

Thinking deeper/Challenge (Think Pink)

When a child has achieved the learning intention a teacher can provide them with a challenge (Think Pink) to allow the child to think more deeply. This can be in the form of; finding an error, upskilling writing, spot the odd one out, upskilling vocabulary, Is this right or wrong? Why?

Reteaching

Conferencing/Live marking – during lessons, teachers work with one child or a group of children to give them specific verbal feedback. If needed teachers will reteach a concept to allow the child to be successful.

Adaptive Teaching - Adaptions will be made to planning/Active inspire boards to identify trends and next steps for subsequent lessons / provision changes to support teachers with tracking progress over time.

Self-assessment/Peer assessment

Editing/self-marked work should be evidenced in children's books from Y2-Y6 using the **'purple'** polishing pen. When marking/feedback requires children to edit their work (Key Stage 2 or children in KS1 when ready), guidance is given by the teacher and the children are expected to respond using a **black** pen. Here children re-write a small section when editing their work and reflect on how their changes have improved a section of writing.

Peer Assessment - All children in KS1 & KS2 are involved in peer and self-assessment. This involves the children ticking the success criteria statements or dotting them if they haven't achieved them. This helps them to assess their progress and evaluate their own learning. This will inform teachers' planning.

Marking for HLTAs

At Ladygrove, we aim to support all teaching staff so have outlined what marking looks like for HLTAs when covering a class.

- WALTS are highlighted to indicate whether a child has met the intended learning outcome.
- Misconceptions are addressed using live marking; using 'Think Pink' or verbal feedback. Where this isn't possible misconceptions are verbally relayed back to the class teacher for the teacher to address in the next lesson.

Appendix 1

Feedback Guidance

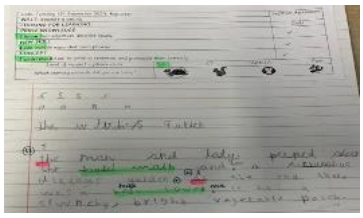
Responses to children's work take the form of oral and written feedback. An emphasis is placed on the teacher feeding back to groups/classes throughout the lesson through live marking. This supplements individual feedback and marking. Work is collected in regularly and returned, marked for the next time the child meets that piece of work. It is marked in line with agreed guidelines as follows:

1.Staff should ensure pupils' work is presented to a high standard and that children are following our handwriting policy. Pupils are encouraged to consider the Proud Labels on their books which promote good presentation.



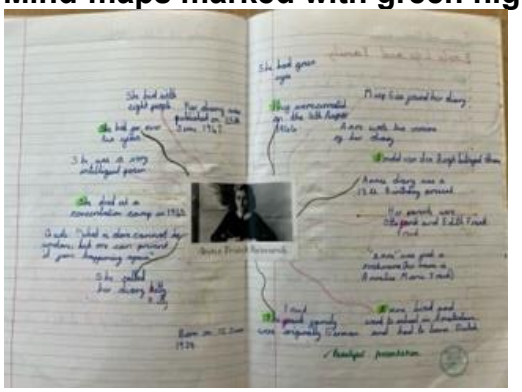
2. Work will be marked in green ink. Staff should use the school's handwriting font - cursive script from year 2 onwards and RWI script in Reception and year 1.

3. Responses should aim to improve work, acknowledging what has been achieved in the success criteria using a green highlighter.

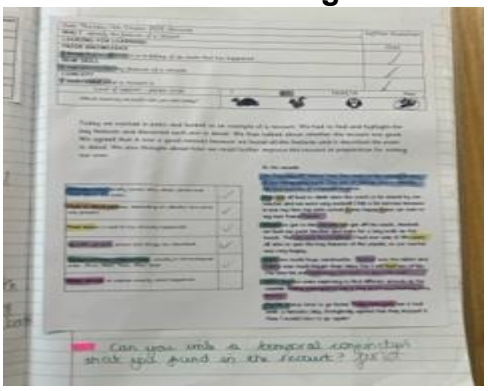


4. Impact marking to be used as and when appropriate. As mentioned, green highlighter will be used to pick the features that have been included according to the success criteria in English and ticks in all other subjects, with pink highlighter used to pick out an area for the pupil to respond to, improve or think more deeply about, we refer to this as a 'Think Pink' in every subject.

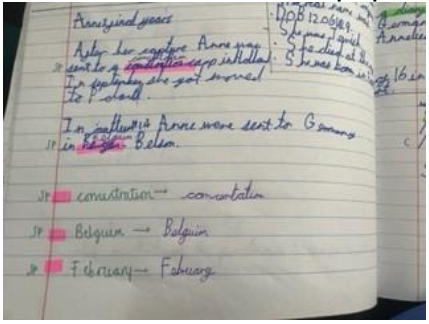
Mind-maps marked with green highlighter



Finding Features of a Text



5. Children should be given the opportunity to answer their 'Think Pinks', and this should then be reviewed to ensure the pupil has made progress.



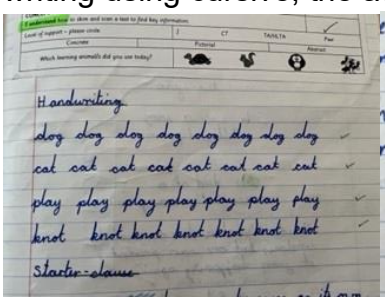
6. Verbal feedback will be given to pupils during the lesson, and where this takes place, be indicated using the corresponding symbol from the policy.

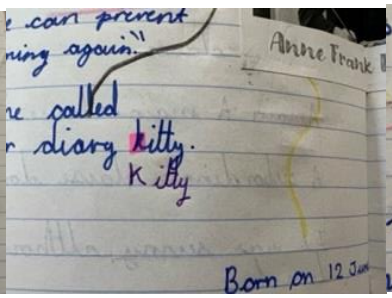
7. Correcting every mistake can be disheartening, so marking will relate to, and focus on, the learning objective / success criteria (rather than being a detailed written comment on all work). Pupils will be aware of the objective, as it will have been shared and explained at the beginning of the lesson using our 'Looking for Learning' prompts. It will also be in their book at the top of the piece of work.

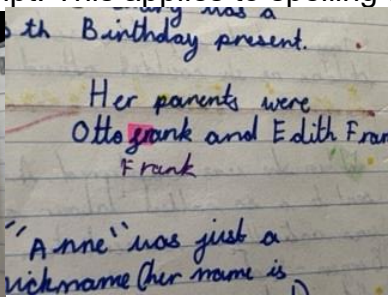




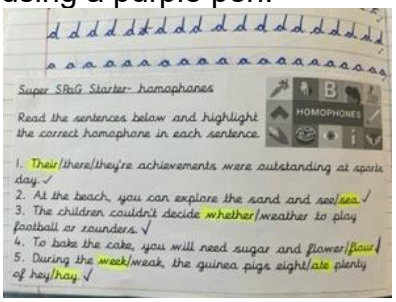
8. Handwriting should be corrected using 'Think Pinks' based on the correction of incorrect letter formation or joins. If the child is precursive, then this should be modelled to them. If the child is writing using cursive, the adult should use cursive script. This applies to spelling too.



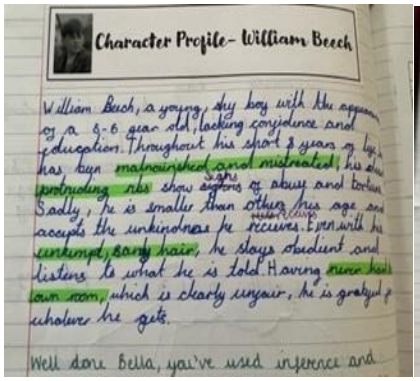




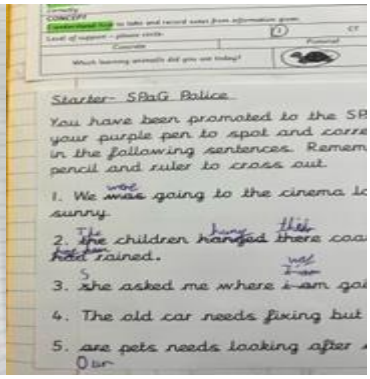
9. Teachers may decide that it would be more beneficial, on occasions, for the children to mark their work, for example, a spelling test or as part of self and peer marking. This should be done using a purple pen.



10. Purple editing pens are used for children to edit and improve their work. Teachers need to ensure that expectations are still high when using these pens. This starts in year 2 onwards. In KS2 children redraft work using black pen.



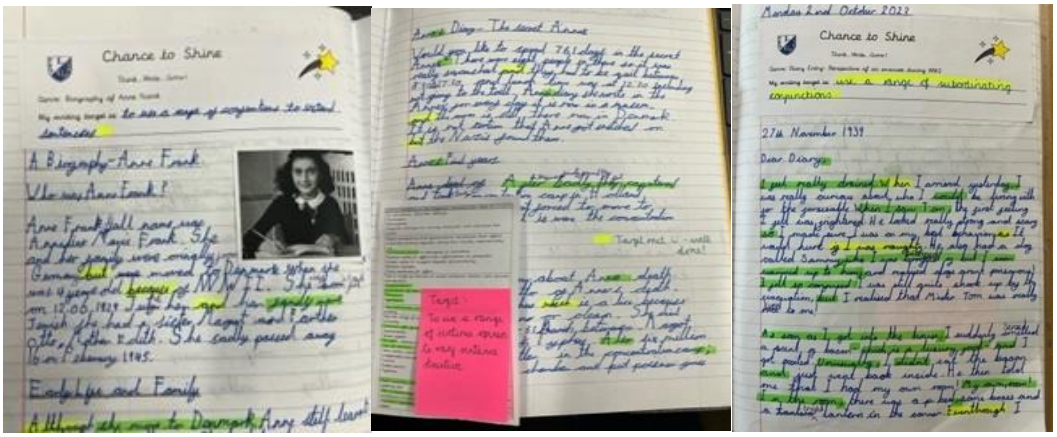




Marking of Chance to Shines and independent writing

- writing grids should be used for every Chance to Shine

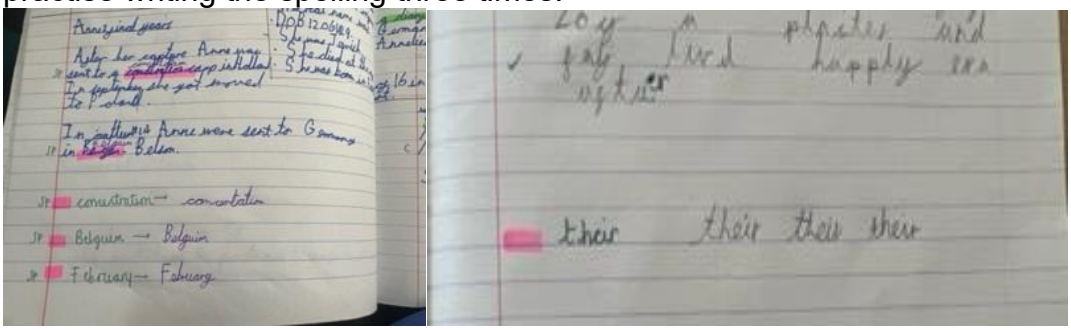
- green highlighter should be used to identify evidence of statements from the writing grids.
- Yellow highlighter to be used to highlight evidence of the child's personal target.
- Inaccuracies in spelling and grammar do not need to be identified or corrected in independent pieces of writing, however, children should be encouraged to edit errors themselves.
- Pink post-it notes will be used to write targets on and these should be set using the writing grids from their Chance to Shine by the child's class teacher (KS2 will write their own targets on their chance to shine slips).
- Teachers should use what they have seen in independent pieces of writing to inform future lessons and correct errors in future lessons.



Marking of spellings in all books

Incorrect spellings will be underlined in pink highlighter with the correct spelling indicated at the end of the piece of work. We will do this when we want to make a spelling clear but are not asking the child to correct it themselves. This may be relevant where a child has had a go at a new word which class teachers want to praise them for. If a child is making repeated mistakes (or should know a word), it is clearer to the child that they need to correct the word if it is highlighted in pink with SP written in the margin for KS2 or above the word in KS1 (this may be used to scaffold editing spelling for some pupils in KS2). The expectation should then be that the child does this independently at the bottom of the page.

When a spelling is highlighted and written at the bottom of the page pupils are expected to practise writing the spelling three times.



Marking Codes and Expectations

EYFS Marking

- Feedback to be completed in green pen.
- Orange pen to be used by adults for name writing and line drawing.
- Short date
- Work should be annotated with codes (see below).
- Adults to write words above children's writing or mark making when it is difficult to decode.

EYFS Marking Codes

- CI – Child Initiated
- I – Independent
- S - supported

KS1 & KS2

Symbol	Explanation
Pens we use to mark Green Highlighter – '**Green for go':** • **English** will be marked using green highlighters focussed on the 'I can' (learning intention) • **Maths -** Live marking with a green tick will be used to quickly identify if a pupil has gained understanding. • **Science -** Live marking with a green tick will be used to quickly identify if a pupil has gained understanding. • **Foundation -** Live marking with a green tick will be used to quickly identify if a pupil has gained understanding. • **WALTS –** Will have the 'I can' statement and the 'I understand statement highlighted in green if the child has understood the concept or pink if they haven't. Pink Highlighter - '**Think Pink' –** is to provide a child with an opportunity to think again or think deeper. **Children use:** • Children in Reception, Year 1 and Year 2 write in pencil. • Children in KS2 write in pencil until they have earnt their pen licence. • Children will mark in purple pen for self assessment and when editing work. • **UKS2** – Children use black pen to redraft	
CL	Used when a child needs to remember their capital letters.
.	Used when a child needs to remember their full stops.
V.F	Used when a child has been given verbal feedback.
sp	Used when a child needs to check their spelling. Depending on the age of the child, this may be written underneath for them to practise, or the expectation is that they will check it in a dictionary. The word will be underlined in pink highlighter and expectation to re-write x3 or identify the spelling that is correct. In Foundation and Science, only subject specific words will be corrected. In English, you only select words children should be able to spell and no more than three.
p _____	Missing punctuation
T	Tense is grammatically incorrect



PROFESSOR ARTHUR SHIMAMURA'S

A WHOLE-BRAIN LEARNING APPROACH FOR STUDENTS AND TEACHERS

M
MOTIVATE

We need to be motivated to use energy to keep focused on the learning process. Designed well, motivation can be intrinsic to learning, for example, by generating curiosity, framing new material as a quest to answer big questions, organising ideas within a wider schema, story-telling and asking the 'aesthetic question': *"What do you think? How does it make you feel? Why is it good?" "The aesthetic question engages emotional brain circuits and forces us to attend to and organize our knowledge."*



A
ATTEND

Academic learning is a 'top-down' activity whereby we consciously attend to the information needed to build our schema from all the stimuli we're exposed to. This is hard so 'mind wandering' is common and teachers need to expect it. Ideally students will consciously attend to the learning goals and consciously make connections – but sometimes an instructor needs grab attention, acting as their students' prefrontal cortex to direct their top-down processing.



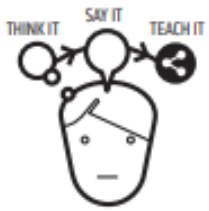
R
RELATE

Shimamura offers numerous biological insights about how we store and connect information through memory consolidation. The practical strategies include deploying elaborative-interrogative questioning – asking how and why – using mental images, analogies, constructing concept maps as schematic representations of sets of connected ideas and training students to make notes organised in hierarchical structures.



G
GENERATE

Shimamura suggests: *"Think it, say it, teach it! These are the simplest things to do to improve your memory"*. He details multiple ways in which our memories are strengthened when we generate information from our memory, not simply restating it but using our own words. If we tell someone what we've learned we can improve our memory by 30-50%. Explained in terms of brain functions, Generate reinforces the widely known retrieval practice concept.



E
EVALUATE

This is the territory of metacognition with a nice metaphor of the prefrontal cortex acting as the conductor of the orchestra of brain functions. There's a problem with the illusion of knowing when we are familiar with information even when we cannot fully recollect it. We stop trying to learn more if we kid ourselves into thinking we already know it. Students should, therefore, be taught to check their understanding using spaced retrieval practice, generating information by explaining their learning to others as a form of self-test.



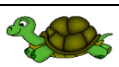
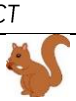
English WALT

Date:				Self/Peer Assessment
WALT:				
LOOKING FOR LEARNING:				Child
PRIOR KNOWLEDGE I know				
NEW SKILL I can				
CONCEPT I understand				
Level of support – please circle:	I	CT	TA/HLTA	Peer
Which learning animal/s did you use today?				

Maths WALT

Date:				Self/Peer Assessment
WALT:				
LOOKING FOR LEARNING:				Child
PRIOR KNOWLEDGE I know				
NEW SKILL I can				
CONCEPT I understand				
Level of support – please circle:	I	CT	TA/HLTA	Peer
Concrete	Pictorial		Abstract	
Which learning animal/s did you use today?				

Science WALT

Date:				Self/Peer Assessment
WALT:				
LOOKING FOR LEARNING:				Child
PRIOR KNOWLEDGE I know				
NEW SKILL I can				
CONCEPT I understand				
Level of support – please circle:	I	CT	TA/HLTA	Peer
Which learning animal/s did you use today?				
Vocabulary				

Foundation WALTS






Looking for learning: Computing

Date: