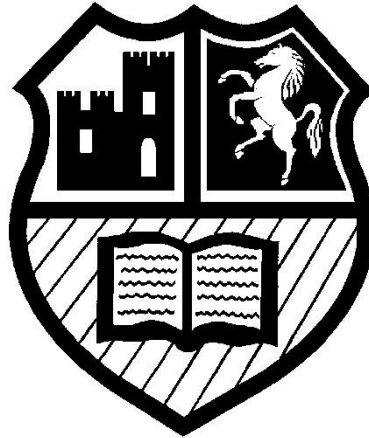


Otford Primary School



Marking for Improvement Policy

Date July 2026

For review bi-annually July 2028

Introduction

At Otford, we strive to empower our pupils to become reflective learners and help them to achieve beyond what they think they are capable of. This policy describes how we implement effective marking, feedback and response consistently and age appropriately across the school. It will focus on success and improvement needs, against learning objectives and success criteria.

The Education Endowment Foundation stated:

'While it is important to note that written marking is only one form of feedback (see fig 1 below), marking offers an opportunity to provide pupils with the clear and specific information that the wider evidence base on feedback suggests is most likely to lead to pupil progress.' April 2016: *A Marked Improvement? A review of evidence on written marking* (OUP, EEF)

A report that addressed workload in March 2016, entitled, *'Eliminating unnecessary workload around marking'* outlines how marking should be, **'meaningful, manageable and motivating for pupils.'**

Aims

Effective marking and feedback at Otford aims to:

- Raise standards of teaching & learning
- Inform the pupil what they have achieved and what they need to do to improve.
- Support pupils' self-esteem and confidence, which in turn contributes to accelerated learning.
- Support and inform teacher assessment knowledge in order to inform future planning and refine next steps in learning.
- Develop a consistent approach across the school to teach pupils to evaluate their own learning through self-assessment and feedback to the teacher.

Principles of marking & feedback

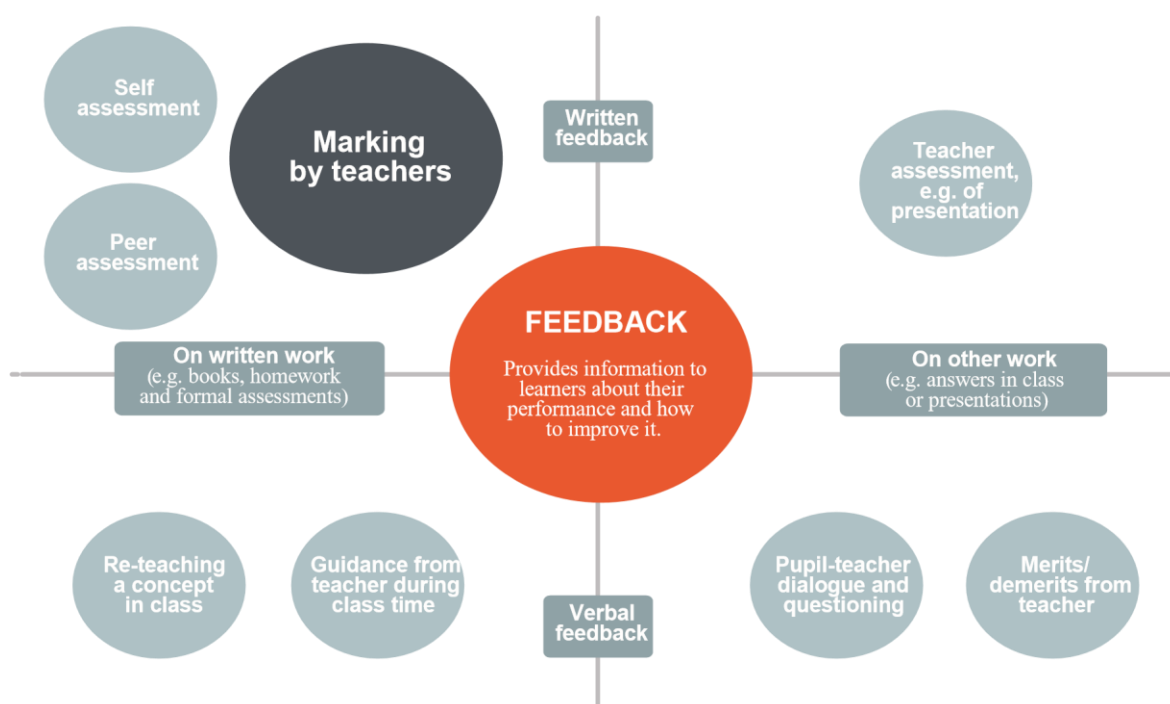


Figure 1. Examples of different forms of feedback.

Types of feedback

At Otford there are essentially six types of marking and feedback used, across year groups and across the curriculum. We believe that this learning conversation, whether it be written or verbal, needs to move the child's learning forward; be linked with outcomes of the lesson; and challenge/question the child's understanding in order to move towards a greater depth in their understanding. The six types of feedback are:

1. Verbal feedback

This is potentially the most effective form of feedback and should be an integral part of every day for all learners. Using talk partners or discussing with peers before answering questions increases the achievement of learners.

Teachers' verbal feedback should be **frequent and should be given as soon as possible**. It should prompt deeper thinking and swiftly address misconceptions during the lesson. Effective questioning is essential during this feedback, and is specific rather than general praise. Children need to know how they are moving closer to their target/goal. **The Verbal Feedback must directly link to the learning intention otherwise children can become confused.**

2. Rapid/ Live marking

This is quick, 'light' marking of a piece of work, acknowledging and recognising attainment/ progress and/or completion of work. E.g. spelling test/ times tables test, set of calculations. This type of marking could be done by the teacher, learning partner or peers.

3. Developmental marking

- Green indicates that the Learning objective/success criteria/overall quality of learning has been achieved (it can be all 3). This learning is highlighted at the top of the page, over the LO/SC by the adult. A solid green highlight means the LO is achieved. A dotted/broken line means that the child is working towards this. It could also be used to identify this success within the piece of work, for example, highlighting an effective adverb during a lesson where the learning focused on adverb use.
- The adult indicates that certain aspects need reworking or revising in a contrasting colour. These elements need highlighting directly (it may be a sentence, a word or equation) or alternatively the area for review may be circled or questioned. This does not indicate that something is incorrect, it indicates that it can be improved or that it is not as good as it could be. This filters into the 'metacognition' aspect of learning where children can see what the teacher has identified and calls for them to improve it either independently or with a learning partner

Teachers should identify key areas or pupils to focus on for the next session. **Once these next steps are planned, it is vital that the first part of the next session is used to address misconceptions and give children time to act on/ edit their work and respond to the feedback.**

During the lesson, highlighters can be used to support and move on learning. It is essential that 'learning break' and mini plenaries are used to show good examples of learning and what is expected.

Teachers may add a comment/ sticker/ stamp/Dojo point/House point at the end. At least one piece of work a week will be marked this way in order to continue to motivate and reward children's learning.

4. Self assessment and feedback

Pupil feedback to teachers makes the learning visible.

Children will provide regular feedback on their own learning directly linked to the learning objective and success criteria (this could either be verbal or written). There will be a symbol or an aspect of written reflection daily, for example, children could use traffic lights to show their perception of their learning. Children may write a question about their learning or identify areas for development. They may also comment on their successes and identify areas in which they have progressed.

5. Peer assessment

This is a useful means of promoting dialogue and 'safe talk' within a learning environment. It engages children and develops collaborative and active learning. A response partner will tell you the truth about your work, in a supportive yet constructive way, including positives and areas for development. Paired responses can be verbal but also written from year 3 onwards. The peer initials will be written.

6. Tapestry Feedback

In Reception and Year 1, Tapestry is used to record observations; inform planning and assessment; and inform parents.

Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking.

Supply teachers who carry out work in the school are expected to indicate that the work has been seen by the supply teacher, long term supply teachers need to mark in depth according to the policy.

Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Curriculum Leaders and Subject Team leaders have the responsibility for monitoring that the policy is being consistently carried out in particular subject area. Likewise the Inclusion Lead has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Deputy Headteachers to liaise with the Curriculum/Subject Team Leaders and to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Expectations of practical working arrangements

1. Teachers are expected to review all learning.
2. Teachers are *not expected to mark every piece of work*, however, **there is an expectation that excellent progress will be evident in books, from one session to the next and that there is regular acknowledgement of the children's efforts which impacts positively on learning**. This will be monitored through book looks and pupil progress meetings.
3. Time will be provided for teachers to mark through PPA sessions, alongside their year group partner.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording prompts for verbal feedback and response.

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

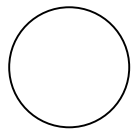
Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.

Other policies

This policy should be read alongside the following policies:

- Assessment Policy
- Teaching and Learning Policy
- SEN Policy

This policy will be reviewed every two years.



Review this area of learning and try to edit and improve

sp

spelling needs to be corrected

C

capital letter needed

.

full stop needed

,

comma needed

T

comment about target

E

editing needed from child

?

question mark needed

!

exclamation mark needed

""

speech marks needed

^

word is missing



Paragraph needed



Kindness

Courage

Curiosity