



Marking and Feedback Policy

June 2025

CAS-19



APPROVAL COMMITTEE	DATE APPROVED	REVIEW DUE DATE
Curriculum & Standards	June 2025	June 2027

Contents

Introduction	3
Aims	3
Principles	3
Marking and Feedback Guidance	4
EYFS.....	4
Nursery	4
Reception:	4
Stage 1:.....	4
Stage 2:.....	4
Stage 3:.....	4
Stage 4:.....	5
KS1 AND 2	5
Marking after the lesson:	5
BLUE Stamp	5
LO Stamp	5
End of unit write.....	6
Appendix 1: Presentation Guidance.....	7
Appendix 2: Marking Codes.....	7

EQUALITY IMPACT STATEMENT

The governing board has reviewed this procedure to ensure that it does not discriminate against any individual or group on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy or maternity, or socio-economic status. This procedure has been developed with due regard to the school's Public Sector Equality Duty (PSED) under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, and victimization.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The governing board is satisfied that this procedure reflects the school's commitment to promoting equality and inclusion.

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Introduction

The focus of Chalfont St Giles Village School is to approach the marking of children's work in a consistent and constructive way. This will help and support teachers to have similar expectations and the children to realise the teacher's accepted standard. Throughout the school, we acknowledge the need for uniformity, taking into account the developmental stages. This policy applies to teachers and support staff.

Aims

WITH OUR ORAL FEEDBACK WE:

- Provide positive feedback and encouragement.
- Inform the children of the next step.
- Encourage children to reflect on key aspects of learning and progress towards the learning objective.

USING THE DISTANCE MARKING SHEET AND COMMENTS IN PUPIL BOOKS WE:

- Ensure staff reflect on the next steps needed for learning and adapt the planning and teaching appropriately
- Develop an evidence base for rates of progress/levels of understanding to support the teacher to track progress.
- Are enabled to inform parents about rates of progress/levels of understanding.

THROUGH GUIDED GROUP WORK WE:

- Plan and teach to progress the learning of children who may need further support
- Plan and teach to challenge the learning of children who need to move their learning on at pace.
- Pre-teach and over-teach key concepts.

Principles

- Oral feedback is vital and developmental.
- The child's own response to a piece of work is significant. Children reflect on their work to show their level of understanding of the learning objective.
- The children should be involved in the process of beginning to evaluate and appreciate their own work.
- Comments should be constructive.
- Work is marked and feedback provided with the learning objective in mind.
- Marking will be relative to the child's ability and current levels in writing.
- Non negotiables will be developed for each year group so children ensure that they take responsibility for key areas of learning.



Marking and Feedback Guidance

Tasks are marked using a stamp and pen.

End of unit writing tasks writing tasks are marked using pen, in detail to give children guidance about what they have achieved and what they need to do in order to improve as well as showing the children that their efforts are valued. Pupils respond to these comments.

In all lessons the learning objectives and success criteria are communicated to the children at the start of the lesson. The children (from Y1 to Year 6) also indicate in their books, where appropriate, which steps has been achieved on their end of unit check lists.

The assessment leads and subject leaders monitor topic, maths and literacy books for marking and guidance each term, giving feedback to individual teachers.

EYFS

Nursery

Termly next steps provided to parents via end of term sheet and end of year report and placed in learning journeys.

Pupil feedback is instant and verbal.

Reception:

Termly next steps provided to parents via parents evening and end of year report.

Stage 1:

Pupil feedback is instant and verbal.

Stage 2:

LO stamp-LO achieved in relation to the expectations for the individual child. No need for annotation as pupil feedback is instant. Annotation can be added if required.

Blue stamp- LO not met and next steps added. Or child has exceeded expectations and a next step is identified.

→ Used to show next step.

Stage 3:

At the top of the page children draw a green circle for guided group work and a purple circle for independent work.

LO stamp-LO achieved in relation to the expectations for the individual child. No need for annotation as pupil feedback is instant. Annotation can be added if required.

Blue stamp- LO not met and next steps added. Or child has exceeded expectations and a next step is identified.

→ Used to show next step.



Stage 4:

At the top of the page children draw a green stick man for guided group work and a purple stick man for independent work.

LO stamp-LO achieved in relation to the expectations for the individual child. No need for annotation as pupil feedback is instant. Annotation can be added if required.

Blue stamp- LO not met and next steps added. Or child has exceeded expectations and a next step is identified.

→ Used to show next step.

KS1 AND 2

In order to avoid common minor errors/ sloppiness in work each year group will decide on what is non-negotiable for them. This could be use of a ruler, a list of certain basic spellings they should know and use, one number in each box etc. Once this has been decided upon across the year group the non-negotiables will be shared with the children and a card placed on the table/ displayed. This will be changed as the children become more adept at the initial minor errors.

Each lesson the children will need to end the session with the opportunity to reflect on their work to make sure any errors are corrected. This can be done in purple polishing pen or their usual writing implement. This should mean that over time some of the minor errors stop happening and presentation at a level appropriate for each child improves.

If the child works with you or the LSA you will put your initials at the bottom of the work to show that you have provided verbal support and feedback during the lesson.

Marking after the lesson:

BLUE Stamp

Fundamentally the children have **not** achieved the learning objective- there is a teaching point that needs to be made.

OR the child has exceeded the expectations - you might add a WOW or a sticker and will talk with them about how amazing their work is!

Once all books are marked you will decide who you and your LSA will be working with and what the focus will be for the next lesson. This will be shared with the LSA via the distance marking sheet ready for the next lesson.

LO Stamp

Fundamentally the children have got the learning objective and the child has met **your** expectations of **them** for spelling, punctuation and presentation/ handwriting.

Some children will have some minor errors. These errors will not be ignored if they are non-negotiables in your class or for the individual child. If the presentation/ spelling is poor staff will ensure that this is picked up on.

At the bottom of the piece of work the following will be added:



- SP(spelling)- followed by the words they should know.
- P (punctuation)- followed by the punctuation they need to add.
- HW (handwriting)- where presentation is poor and the work needs to be re-written or a ruler used etc. Staff may decide that the children stay in at playtime to complete this quickly- depending on who they are and how old they are.

End of unit write

A steps to success checklist needs to be provided and stuck into the book.

This writing will be marked in full using the agreed symbols.

Annotations and next steps need to be provided.





Appendix 1: Presentation Guidance

It is expected that:

- Children work in pencil in all areas until they have gained their pen licence at the Junior School. Pencils will be used for Numeracy work in all year groups.
- Pencils should be sharp and the appropriate size for the children's stage of development.
- Pens should be appropriate to the age and ability of each child as we recognise different pens suit different styles of writing. Pens should be free flowing and ink based.
- Work is dated in exercise books. Full written date in Literacy (day in Reception work towards day and date in Y1, day and date Y2 onward), short date in numeracy and other subjects.
- Work sheets are trimmed before sticking in books.
- Margins are drawn in books when appropriate.
- From Key Stage 1 work is titled where appropriate. Titles should be underlined in Key Stage 2.
- Handwriting should be clear and legible. Children are taught cursive writing when ready and this style is then practised.
- Errors corrected by children should be crossed through with a single line.



Appendix 2: Marking Codes

INFANT SCHOOL MARKING CODES

Symbol	Meaning
→	To move learning forward
*	Success criteria met
Green stick man 	Guided group work
Purple stick man 	Independent work
LO stamp	Learning objective achieved
Blue stamp	Learning objective not achieved / exceeded
√	Good examples in your work
√√	Very good examples in your work
//	New paragraph
^	Missed something
VS	Verbal support
Sp	Spelling
CL/FS	Capital letters/ full stops
-o-	The Learning Pit. Children reflect on their learning and use a x to show here they are



JUNIOR SCHOOL MARKING CODES

Symbol	Meaning
→	To move learning forward
Green stick man 	Guided group work
Purple stick man 	Independent work
LO stamp	Learning objective achieved
Blue stamp	Learning objective not achieved / exceeded
√	Good examples in your work
√√	Very good examples in your work
//	New paragraph
^	Missed something
VS	Verbal support
Sp	Spelling
P	Punctuation
HW	Handwriting
-o-	The Learning Pit. Children reflect on their learning and use a x to show here they are