



# LANGSTONE PRIMARY ACADEMY

## Marking and Feedback Policy

*'Marking should serve a single purpose – to advance pupil progress and outcomes'*

*Gov.UK*

### Aims

We believe feedback and marking should be personalised to a child's needs allowing them to become reflective learners. There is 'no one size fits all' approach so teachers should be flexible, using a range of the strategies outlined to ensure that children make continued and ongoing progress. Feedback will deepen understanding and thinking or provide support for corrective learning.

### Marking and feedback will:

- Provide a dialogue between teacher and children about strengths and weaknesses in their work.
- Allow sufficient and specific time for children to reflect and then respond to feedback.
- Be age appropriate written or oral prompts or reflections that enable the child to improve.
- Move a child's learning on at given opportunities in all subjects, marked using a range of feedback strategies indicated by pink marking as a demonstration of the active and ongoing assessment by the teacher.

### Strategies for marking & feedback:

1. Children will know they are doing well as work will show '**golden moments**' indicated with gold pen or a sticker when it demonstrates a moment of excellence. These will be referred to as 'golden moments in learning'
2. Children may also be able to find 'learning opportunities' which will be indicated with a **pink dot** meaning 'Pink, Stop, Think'. For those children who need support with thinking, the dot will appear immediately next to the area for improvement. If they are developing this skill, it will be at the edge of the page. For any child who is unable to make the improvement, a discussion will be held and a '**D**' recorded. Discussions may happen at any moments in lessons by teachers and teaching assistants.
3. Teachers will use scaffolds or/and clear directions to provide an area for development that will impact on learning; when the feedback is written or a planned activity, this is indicated by a **pink box** moment either a **challenge** or **AFL**.
4. Children may sometimes mark their own work or reflect on their learning in class using a different coloured pen (purple) to indicate Marked in Class. This will also show any response to feedback from the teacher as well as edits the child may make as part of the process of learning.
5. Where age or ability appropriate, children will be encouraged to self-assess their understanding of work by using a reflective comment at the beginning or end of a lesson. The teacher can use this to gauge how confident the child is about their work.

### Marking Code

- D Discussed – Stop, touch base and move on – an in the moment method of assessment.
- G Guided by a teacher – specific group working with an adult with a specific focus.
- I Independent – Independent application of learnt skills.
- P Partner Talk – Peer to peer support.
- S Supported – Unplanned modelling and discussion.
- CI Child Initiated – Used in Early Years

Codes are essential in books as they will aid the process of assessing and moderating a child's understanding. Work that is marked by anyone other than the class teacher should also be initialed. i.e. Cover teachers and teaching assistants.

Signed

Headteacher

Signed

Chair of Governors

Reviewed and agreed: February 2026

Next review date: February 2028