John Burns Primary School

English Marking and Feedback Policy

Date adopted by Governing Body	June 2026
Signatory (Chair of Curriculum Committee)	
Date of Review	**June 2027**

English Marking and Feedback Policy

Our Mission Statement:

We are ambitious for our children and for our school. Quality, Creativity and Enjoyment is what we aim to have at the heart of everything we do.

Our Aims:

- To inspire a passion for life-long learning.
- To value ourselves and all members of our diverse community.
- To foster an environment which is caring, safe and inclusive.
- To realise our full potential through quality experiences and opportunities.
- To help children to see the importance of taking responsibility for themselves, their actions, and their learning.

Intent

The aim of this policy is to bring a consistent and whole school approach to marking and feedback in English. Effective feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective feedback must:

- be specific, accurate and clear
- encourage further effort through challenge
- be specific and purposeful with praise
- give clear guidance as how to improve
- enable pupils to progress in their learning

Implementation

The following types of feedback are used at John Burns Primary School:

1. Acknowledgment marking teacher checks that the work has been completed and that there are no obvious mistakes that need correcting.
2. Developmental feedback: feedback is provided by teacher, peer or through self-assessment. This is actioned by child. Children will use purple pen when editing.

All pupils' work is to be at least acknowledgement marked by teacher or support staff. At least 1 piece of work per pupil should include developmental feedback per week.

Acknowledgement Marking

Acknowledgement marking will take the form of a tick or short comment.

Most work in the build up towards a written outcome will be acknowledgement marked. These will be lessons within the early phases of writing, where pupils generate ideas, practise skills and plan writing.

However, teachers must check that there are not obvious mistakes that will impact on the written outcome. For example, spelling errors within word banks or misconceptions of grammatical terms. In these instances, the expectation is that these mistakes or misconceptions are addressed before the writing stage.

Reading

Reading comprehension should be acknowledgement marked. Teachers should make a note of any misconceptions or next steps in children's reading skills and plan subsequent lessons and guided groups accordingly.

Key Stage 2 children should have the opportunity to redraft longer answers, for example where they need to use evidence from the text or explain word choices. Please refer to the section in this policy on developmental marking for further guidance on effective redrafting.

Spelling

Spelling marking is specific to subject vocabulary, high frequency/common exception words and pre-taught spelling rules. Identified spellings should be appropriate for the child's year group. If a child is on the SEND register, it should identify stage specific spellings that will support them in their learning.

Teachers may wish to ask a child to practise their spelling by making three bullet points. The child can then write the word out 3 times.

Teachers can decide how scaffolded or independent they wish children's corrections to be; from giving children the word to copy to requesting them to redraft independently using a dictionary.

Developmental Feedback

In extended writing, the success criteria, as outlined in appendix 1, is used to guide feedback.

Writing outcomes must always be read by the teacher. Teachers should note what went well and what still needs work. This includes the technical accuracy of the writing, as well as any content improvements linked to learning intention and success criteria.

Teachers use green pen to identify an area where the child has succeeded. They use red pen to identify a word, sentence or paragraph that will need improving. The teacher can choose the level of scaffold they wish to give children in their books. This is dependent on age, attainment, and context of lesson.

In the following lesson, teachers share examples of writing to model the redrafting process or to teach particular points. Pupils can comment on successful writing and suggest how to make improvements. When modelling writing improvement, teachers should be mindful of the anonymity of work and either change sentences to show similar misconceptions or ask permission from child before sharing.

The teacher can then ask pupils to look at their work and improve or redraft in purple pen. Key Stage 2 children, are encouraged to work in pairs, reading each other's work together and suggesting improvements, alterations, and refinements which the author of the piece then adds. The teacher may wish to use this lesson, to ask children to redraft together, creating a shared improvement paragraph.

Improvement writing is done by the child in pencil (KS1) or in purple pen (KS2), depending on what the child writes with.

Impact

The purpose of developmental feedback within English is to improve child as a writer. As such the redrafted part of a child's writing must show an improvement.

We believe that children learn more by revisiting their own work and improving it, rather than simply writing more. To ensure maximum impact, improving and redrafting writing must be well planned within the lesson sequence. Teachers should have given thought to all aspects of a redrafting lesson, such as how they will model teaching points and how they will pair or support children. By working collaboratively with a partner, children can hear how others read their work and check the coherence of their writing.

The marking and feedback undertaken in English will impact and inform subsequent lesson content, both in short-term and medium-term planning. Areas for development and next steps, identified in marking and feedback, will also inform subsequent activity design, where appropriate.

Marking Symbols

Teachers can also use shorthand symbols to direct children to word and sentence level improvements or to record the level of support given during lesson.

S	Support with work	^	Missing word – child reads and adds in
Sp	Spelling – expectation to write out 3x	//	New Paragraph needed
P	Punctuation – expectation to correct		

Teachers can guide pupils to improve work by adding symbols in margin. The level that a teacher supports a child can vary:

Highly scaffolded:	Circled P in margin and mistake underlined in green. Teacher comment directs pupil as to how to improve.
Scaffolded:	Circled P in margin and mistake underlined in green.
Reminded:	Circled P in margin and child finds mistakes on line.
Independent redrafting:	Circled P at bottom of paragraph or page and child is asked to improve punctuation.

Non-negotiable Procedures for Marking

All marking must happen before the next lesson and where possible within the lesson.

For longer writing outcomes, teachers use green and red pens to identify success and developments points, using a ruler if necessary for underlining.

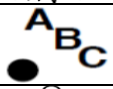
All marking is to be done in a neat and clear legible style aligned to John Burns Handwriting Policy and valuing the children's efforts. Teachers write in print in EYFS and the start of year 1; teachers' handwriting is joined and cursive from the end of year 1 onwards.

Marking symbols should be displayed in the classroom for pupils and staff to refer to.

Cross-curricular marking

Spelling and basic punctuation mistakes should be corrected across the curriculum by the teacher overwriting in red pen. This particularly applies to subject specific vocabulary. There is no expectation for children to redraft.

Appendix 1
English Success Criteria

My Success Ticket – KS1 **Monday 1st March** **To write a descriptive setting** (context: story opening)			
Success Criteria:		**Self-Assessment**	**Teacher Assessment**
	Adjectives		
	Capital letters and full stops		
	Finger spaces		
	Read your sentences back		
	Sound out unfamiliar words		
	Joined Handwriting		

This should be adapted for features specific to text type or increasing GPS skills as children progress though KS1. Children should receive differentiated success criteria where needed.

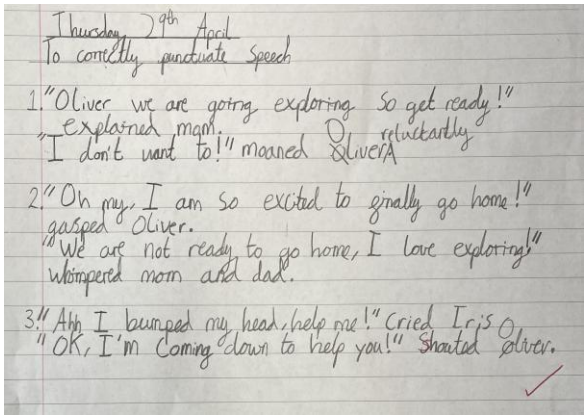
My Success Ticket – KS2 **Monday 1st March** **To use an informal tone** (context: recount - diary entry)			
Success Criteria:	**Self-Assessment**	**Peer-Assessment**	**Teacher Assessment**
First person narrative			
Emotions and thoughts on events			
Informal and chatty vocabulary			
Question tags and rhetorical questions			
Apostrophes used for contracted spellings			

This can be adapted for features specific to text type. Success criteria should link to children achieving the learning intentions. Children should receive differentiated success criteria where needed.

In Key Stage 2, a peer assessment column can also be added to Success Criteria as needed.

Appendix 2
Examples of marking policy

Example 1



Thursday 9th April
To correctly punctuate speech

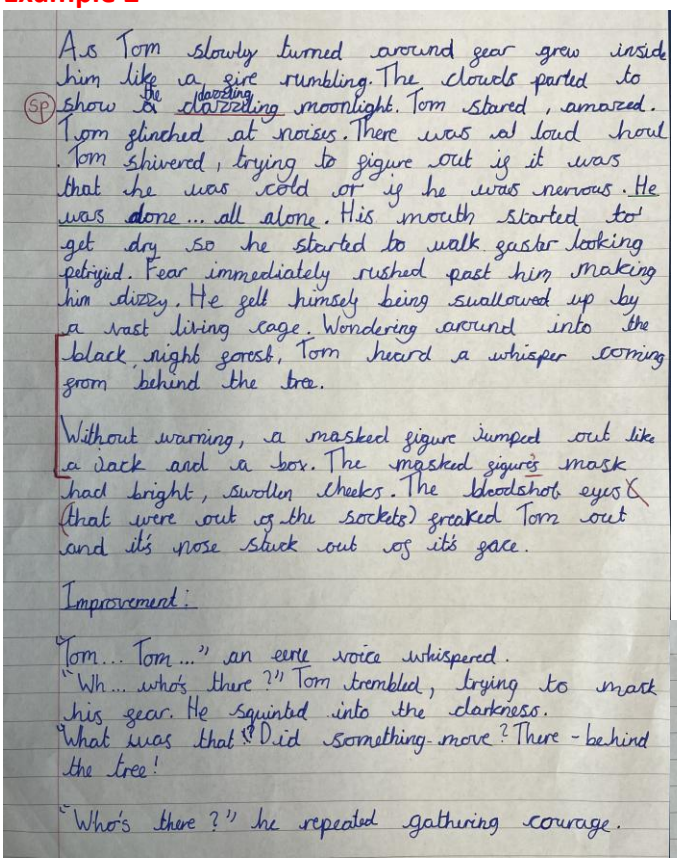
1. "Oliver we are going exploring So get ready!" explained mom. Oliver reluctantly "I don't want to!" moaned Oliver.

2. "Oh my, I am so excited to finally go home!" gasped Oliver. "We are not ready to go home, I love exploring!" whimpered mom and dad.

3. "Ahh I bumped my head, help me!" Cried Iris. "OK, I'm Coming down to help you!" Shouted Oliver.

In this lesson, children were practising speech punctuation in preparation for narrative writing. The child had read their work at the end of the lesson to check it makes sense and added an adverb based on the plenary. The teacher or teaching assistant has acknowledgement marked with a tick.

Example 2



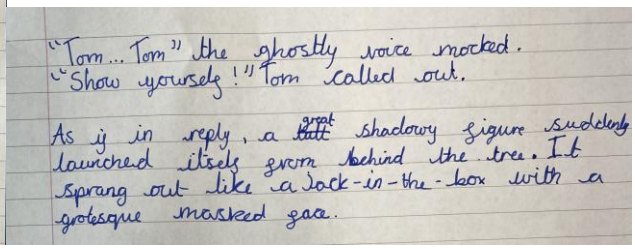
As Tom slowly turned around fear grew inside him like a eire rumbling. The clouds parted to show a dazzling moonlight. Tom stared, amazed. Tom flinched at noises. There was a loud howl. Tom shivered, trying to figure out if it was that he was cold or if he was nervous. He was alone... all alone. His mouth started to get dry so he started to walk faster looking petrified. Fear immediately rushed past him making him dizzy. He felt himself being swallowed up by a vast living cage. Wondering around into the black night forest, Tom heard a whisper coming from behind the tree.

Without warning, a masked figure jumped out like a jack and a box. The masked figures mask had bright, swollen cheeks. The bloodshot eyes (that were out of the sockets) freaked Tom out and it's nose stuck out of it's face.

Improvement:

"Tom... Tom..." an eerie voice whispered.
"Wh... who's there?" Tom trembled, trying to mask his fear. He squinted into the darkness.
"What was that? Did something move? There - behind the tree!

"Who's there?" he repeated gathering courage.



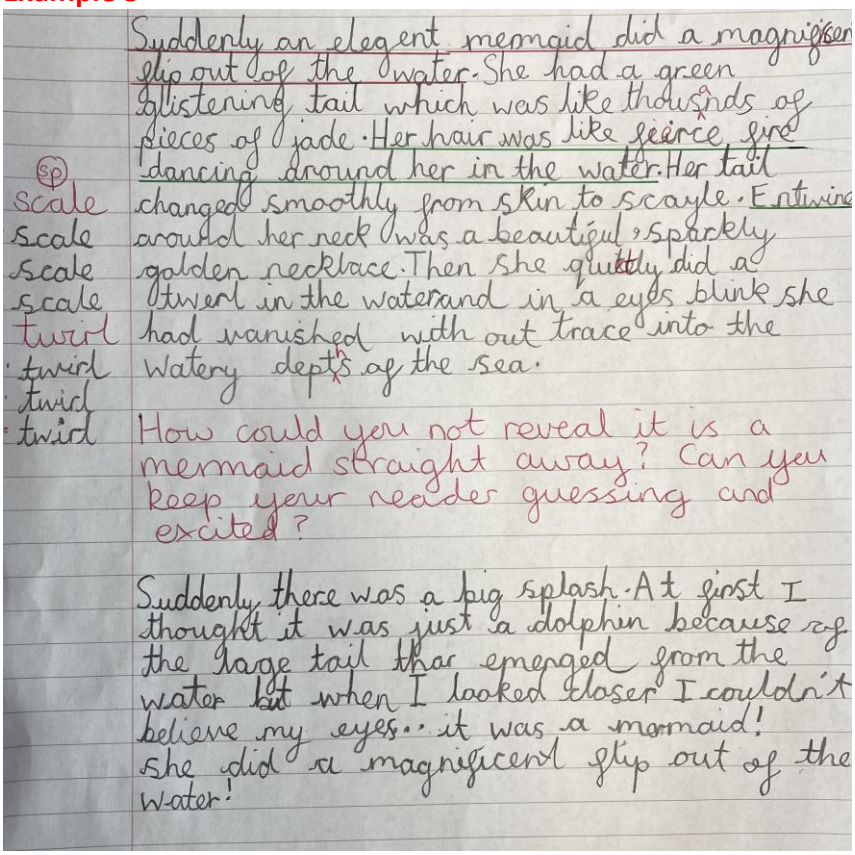
"Tom... Tom" the ghostly voice mocked.
"Show yourself!" Tom called out.

As if in reply, a great shadowy figure suddenly launched itself from behind the tree. It sprang out like a Jack-in-the-box with a grotesque masked face.

This is a Year 6 child. The teacher has identified a green sentence to celebrate a child's success, where they have met the learning intention or features of the success criteria. They have highlighted a section for the child to improve. After a whole class teacher input, the child worked with a peer on a small white board and then in her book. The child has also crossed out words to improve vocabulary independently.

The teacher has overwritten some punctuation errors for the child to see. The teacher has identified a spelling that the child has corrected themselves.

Example 3



This is a greater depth Year 3 child. The teacher has identified a green sentence to celebrate learning and also a red sentence to improve. The teacher chose to give the child a guided personal response to support them in their redrafting. Some spelling errors have been corrected by the teacher. The teacher has given the child two spelling to practise and has modelled the correct spelling.