John Burns Primary School

Maths Marking & Feedback Policy

Date adopted by Governing Body	June 2026
Signatory (Chair of Curriculum Committee)	
Date of Review	**June 2029**

Maths Marking and Feedback Policy 2026

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.

Introduction

At John Burns Primary School, we recognise the important role that marking, and feedback (verbal and written) can have on pupil's outcomes, achievement, and positive engagement with a subject.

Intent

Marking

The intent of marking work that is recorded in workbooks is for Assessment for Learning (AfL) to take place: finding out which children have understood the concept being taught and which children need additional input or support. These judgements then inform the content of next lessons (either immediately in the unit of work or when the concept is revisited later in the academic year), including starter activities.

Feedback (Verbal)

The intent of verbal feedback, usually given during a lesson, is to guide and steer children to support them in their progress towards the learning intention (LI) as the lesson unfolds. Verbal feedback can celebrate achievement, address misconceptions and act as additional teaching input if appropriate.

If a mistake is identified by an adult or by the child themselves, during a lesson, the correction/improvement should be written next to the original mistake in purple pen. The original incorrect answer should not be rubbed out or crossed out. The use of purple pen shows development of learning.

Feedback (Written)

The intent of written feedback, usually given after a lesson is to allow children to revisit and correct work (if needed) or to extend children's thinking in relation to the concept being taught. Written

feedback should promote the main aims of the Maths National Curriculum: fluency, reasoning and problem-solving.

Marking and feedback used as Assessment as Learning

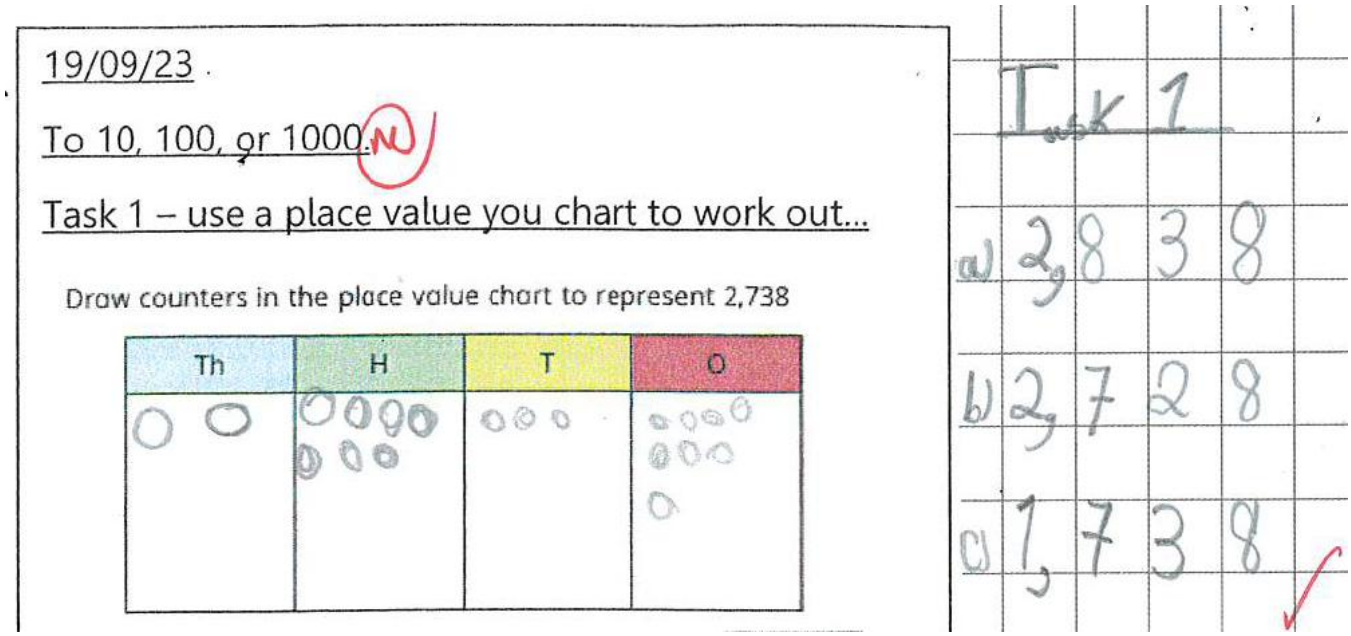
We understand that, in addition to marking being used by adults for Assessment for Learning, children can also be involved in the marking and feedback process (Assessment as Learning). Pupil voice, generated by children's marking and reflections, should be clear in workbooks.

Implementation – Marking

Marking – Role of the Teacher/Teaching Assistant In KS1 and KS2 year classes, all work that is recorded in workbooks must be acknowledgment marked, as a minimum. Each calculation, answer to a question or reasoned response should be ticked if it is correct or a circle/dot is put next to it to mark it as incorrect and should be checked again. Children will be given time to respond using a purple pen.

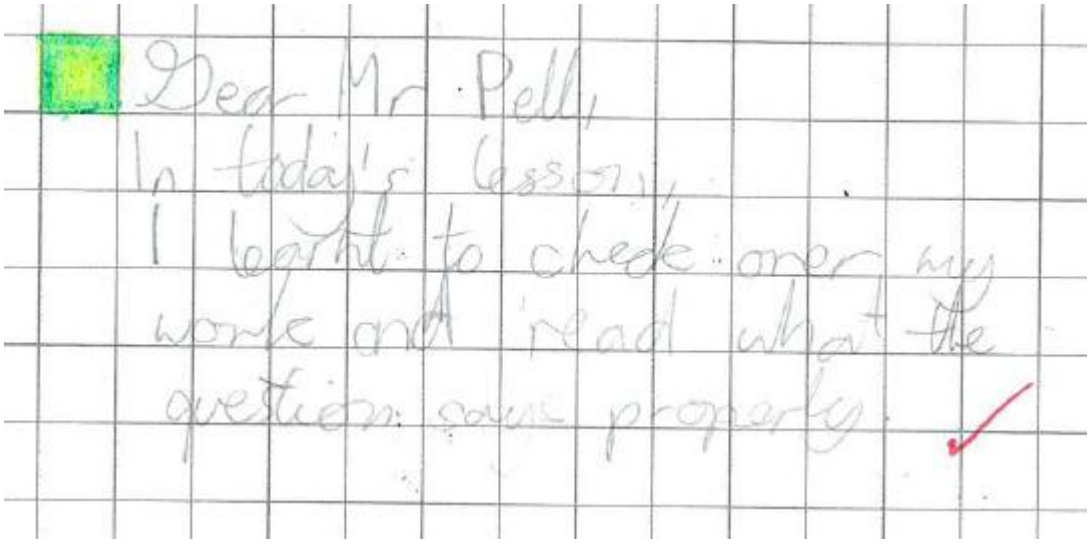
When the content of the lesson, that has been recorded in the workbook, has been marked, the LI will be annotated to give an overall, informed judgement on the child's progress in that lesson.

The LI will be annotated with:
M = Met the LI
PM = Partly met the LI
NM = Not met the LI
Acknowledgment marking, by any adult, must be done in red pen.



Marking – Role of the Child

In KS1 and KS2 year classes, children should reflect on their learning and then RAG rate how they feel they have progressed in the lesson. 1 square should be neatly shaded in, in either Red, Orange or Green colour pencil depending on the reflection from the child. This will be done at the end of their work, next to their 'Dear Teacher' comment (Year 2 to Year 6).



Implementation - Feedback

Verbal Feedback

In KS1 and KS2 classes, verbal feedback can be given to children (either individually or in a group) throughout a lesson – guiding and steering them to reflect on their progress towards the LI as the lesson unfolds.

This verbal feedback in a lesson can support in the following:

- Celebrate achievement.
- Highlight and pinpoint misconceptions (feeding into a learning stop).
- Act as a worked example to give further teaching input to the child to help clarity and scaffold as needed.

If verbal feedback is given during a lesson, there should be some indication that this has taken place, either by a simple comment or a stamper.

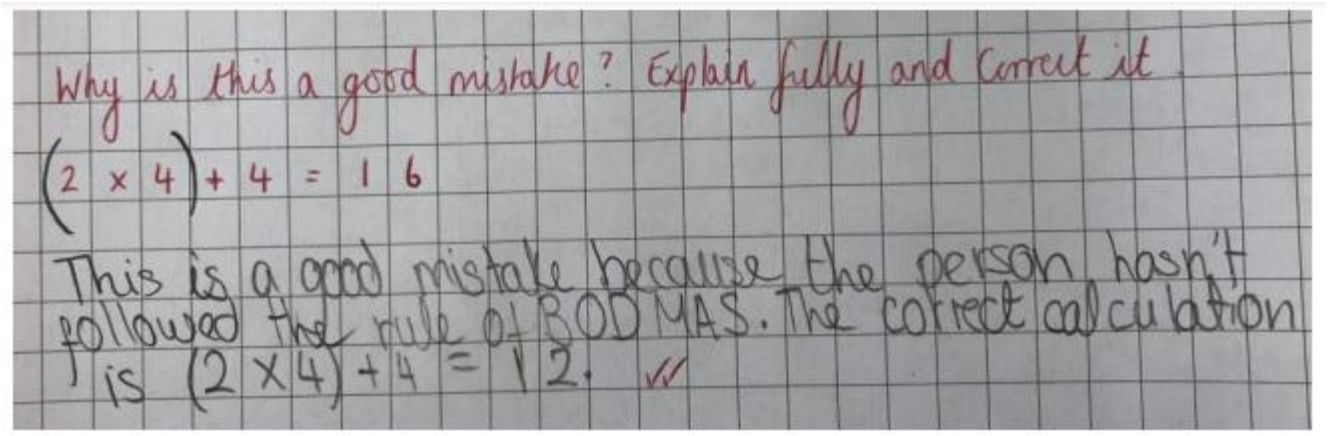
Written Feedback – Role of Teacher/Teaching Assistant

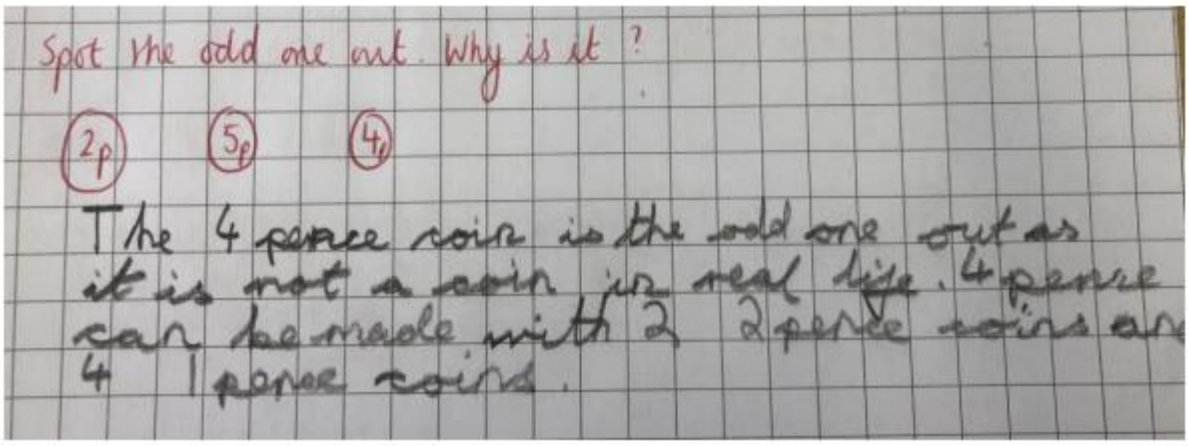
Further to marking that identifies incorrect answers and prompts children to revisit and correct, in KS1 and KS2 classes, written 'extend your thinking' feedback should be given to children on a regular basis, particularly if a child has answered most questions correctly within a lesson. In addition to marking all questions and annotating the LI as stated in the marking section, using a red pen, written feedback should be adapted based on the child's attainment (LA, MA and HA). It can support in the following:

- Prompting a child to revisit incorrect work (Incorrect work should not be rubbed out. The correction/improvement should be written next to the original mistake).
- Extend a child's thinking about the concept being taught (using different styles of activities).
- Further develop reasoning skills.

After feedback has been written into a workbook, children should be given the opportunity to engage and respond to it. This could be done at the start of the following Maths lesson, at a time that is separate to the Maths lesson or in small groups taken by a Teaching Assistant.

After children have responded to the written feedback, this should be checked by an adult to acknowledge it is correct or if it needs to be looked at again.





Written Feedback – Role of the Child

From Year 2 onwards, children will often leave a 'Dear Teacher…' comment that encourages them to reflect on what they have learnt, which resources (including manipulatives and images) they used to support in their learning and what they think they need to do next. Examples of effective 'Dear Teacher' comments should be shared and displayed by the Teacher on their Maths Working Wall.

In KS1 and KS2 classes, written feedback from the Teacher/Teaching Assistant should be engaged with and responded to by children using a purple pen. They should use their neatest handwriting and apply their English word/sentence level learning.

SEND

All children, including those with additional educational needs, must be encouraged to engage with marking and verbal/written feedback. Written feedback will be bespoke for all ability groups, with

additional consideration being given to children with SEND (as they may be working well below age related expectations).
SEND children may also require additional input to access marking and feedback. This support will be tailored to the specific individual needs of the child and may involve how an adult scaffolds it.

Impact

The marking and feedback undertaken in Maths 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.

The qualitative impact of daily and weekly Maths marking, and feedback is a focus area commented on during half termly monitoring undertaken by the Maths Subject Leader. Feedback, identifying strengths and next steps, is given to individual teachers. An impact statement of overall strengths and next steps is shared with the SLT and Governors.

The quantitative impact of daily and weekly Maths marking, and feedback is monitored and evaluated during Termly Pupil Progress Meetings with class teachers and SLT (when the focus is on on Maths outcomes and data).