

Marking and Feedback Policy

Review Date	Spring 2025
Reviewed By	Staff team
Approved By	D Coggin
Due for next review	Autumn 2026

Rationale

Marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Feedback from marking should provide children with an understanding of what is good in their work and what they could improve on. Verbal feedback with the child and marking in the child's presence is the most effective way to communicate this and should be the priority. If marking is completed away from the child it should be shared back promptly and the child given time to respond.

We believe that marking and feedback will provide constructive learning opportunities for every child; focussing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance. In this way, we hope to enable every child to achieve their full potential.

This policy takes into account the school's policy on Equality and Inclusion.

Aims and purposes

Marking and feedback should:-

- Relate to learning objectives and success criteria, which must be shared with children.
- Include and involve all adults working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Inform future planning and individual target setting.
- Be consistent throughout the school, with set codes and strategies in place.
- Be underpinned by the confidence that every pupil can improve.
- Be seen by children as a positive means to improving their learning.

Implementation

- Work should be edited and checked by the child first and corrections made in either red or purple pen.
- Work marked by the adult must be in green pen and whenever possible with the child concerned.

Marking and Feedback Policy

- Maths work should be ticked when correct and a dot to show an answer is incorrect and needs correcting.
- In Maths, children should be encouraged to record the reason for the error next to their corrections or an adult record it for younger/lower ability children.
- The adult who worked with the child on the task should mark the work and put their initials.
- Adults must feedback on the quality of the pupil's presentation of their work. The presentation policy must be adhered to. When using VF as a code adults must highlight the key aspect of their feedback. i.e. VF handwriting.
- Teachers will use their professional judgement as to the amount and type of errors indicated in any single piece of work. Lower ability or younger children may not have every spelling mistake identified but high frequency or key words only.
- Marking will be handed back quickly to encourage discussion of work and focus on targets.
- Children will be encouraged to mark their own/group work. Self-assessment has an important role in the school's practices.
- Supply teachers should mark all set work and write 'supply' with their initials.

Monitoring

Marking and feedback will be monitored through discussion and work scrutiny. This will be carried out by the head/senior teacher, by subject leaders, in Governor monitoring and through peer scrutiny in staff meetings. A standards form will be used to give staff feedback on their marking to enable them to continue improving how feedback is given.

What it will look like in School?

Early Years & KS1

- Mainly verbal feedback.
- Recording through observations in learning journal/scrapbook/books.
- Checking/ticking against success criteria.
- Written comments in books referring to
 - Learning objectives/success criteria/next steps
- Peer feedback and self-assessment – thumbs up / thumbs down.
- Traffic light self-assessment.

KS2

- Written comments in books referring to
 - Learning objectives/success criteria/next steps
- Time given for children to read and respond.
- Traffic light self-assessment of success criteria.
- Peer assessment through written feedback.

Marking and Feedback Policy

Children should check their own work first and make any corrections, in KS2 this should be in red or purple. These are the symbols teachers will use when marking the work in green pen.

- I** This shows work you completed independently.
- S** This shows you completed the work with some support.
- P** Paired work.
- VF** This means the teacher discussed your work with you.

Maths

- ✓ A tick means an answer is correct.
- A dot means an answer is incorrect. You should have another go at the question and explain your thinking

Written Work

- This shows a spelling mistake.
- SP** This will be written in the margin for you to find and correct a spelling mistake.
- SP3** This indicates spelling mistakes at the end of a paragraph. The number indicates how many words need correcting.
- ✓ This shows a great idea or the good use of a word.
- // This means you needed to start a new paragraph.
- The circle shows a punctuation error.