



Marking and Feedback Policy

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds (Head)

Date reviewed: July 2026

Date of next review: July 2027

Aim of Policy:

To instigate, develop and maintain a purposeful learning dialogue between teachers and pupils which accelerates the progress of each pupil through formative assessment, questioning and understanding.

Marking and feedback are important elements in the teaching and learning process. They develop:

- A purposeful learning dialogue between teacher and pupil
- Independent learning, resilience and perseverance
- Pupil understanding of their current progress and next steps

We respect the work the children have produced. Marking and feedback should be used as a tool to provide positive encouragement to the child, to identify relevant errors and to suggest areas for further development.

Central to this policy is the use of:

- Constructive formative comments.
- Positive encouragement.
- Interactive questioning to develop further a piece of work.
- Target setting to help a child identify their next learning stage.
- Marking as a record and an evaluation

Marking guidelines:







- Marking should aim to be constructive and usually targeted to the individual in the context of the learning objective of the work in question.
- Marking and feedback should be completed regularly and in a timely fashion and should be used to inform assessment and further planning (i.e. challenges for higher prior attainers and any other interventions.)
- It is preferable at the end of a piece of work to make a comment that is positive in nature and that also reflects the achievement and effort made by the pupil.



- Each subject has a responsibility to correct general spelling and grammatical mistakes as well as ensuring the correct use and spelling of any technical words specific to that subject. Spelling corrections (or a selection of) may be copied out three times by the child.
- Time must be given in lessons or during form time for pupils to read through any comments and to reflect/act upon them.
- Marking should be used to inform teacher assessment of levels of attainment
- Pupils are given frequent opportunities to respond to marking and, where appropriate, to mark their own or other pupils' work so they are engaged in self and peer-assessment.
- Teachers mark in green ink whilst children respond in purple pen.
- Pupils in Year 2 and onward (and when ready in Year 1) should respond to marking by using their purple progress pens. Teachers should acknowledge any responding to marking and continue to address any misconceptions.

EYFS Marking Code













Children complete written tasks with an adult in small groups. During this time, children are given verbal feedback throughout the task. Children are supported to amend work where needed and writing features are discussed. In reception, there is a large focus on children developing their independence and confidence in writing. In the autumn term the majority of children's writing will be emergent, often with a combination of mark making and recognisable letters. Towards the spring term, marking will focus on the children's ability to represent letters and words correctly in their writing. Later in the summer term, marking will encourage use of capital letters, finger spaces and full stops. Children will also begin to enhance their writing with adjectives and conjunctions. We encourage the children to develop the skill of rereading their work to spot their own mistakes so that they can begin to self-correct.

Early Years writing, marking and feedback 	
	Well done, you included...
	Next steps
	Capital letters
	Finger space
	Check and change



	Wow words
---	-----------

Year 1 – Year 2 Marking Code

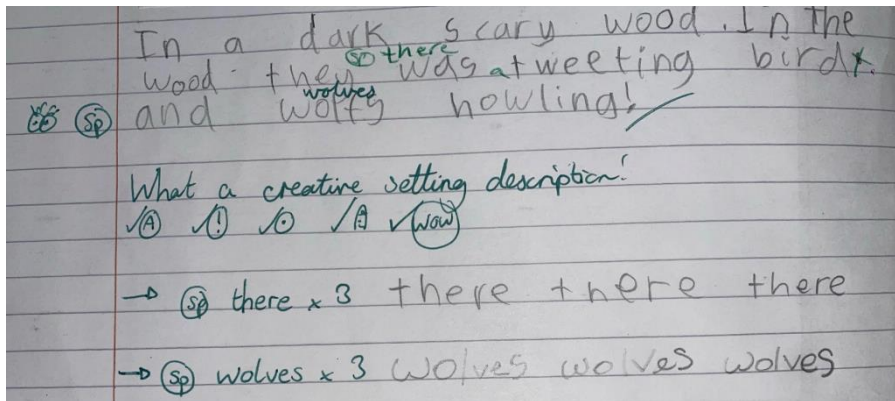
Year 1 – Year 2 writing, marking and feedback 	
	Well done, you included...
	Next time include...
	Punctuation marks inside circle: full stop, exclamation mark, question mark, comma, apostrophe and speech marks.
	Capital letters
	Consistent tense
	Spelling mistake
	Finger spaces
	Conjunctions
	Descriptive vocabulary
	Check and edit
	Missing word

Marking for independence in Year 1 – Year 2:

One of the main aims of marking and feedback is to promote independent learning. Years 1-2 will start with a more structured feedback approach which highlights exactly where their errors are and what to do to correct them. This will include practising incorrect spellings.



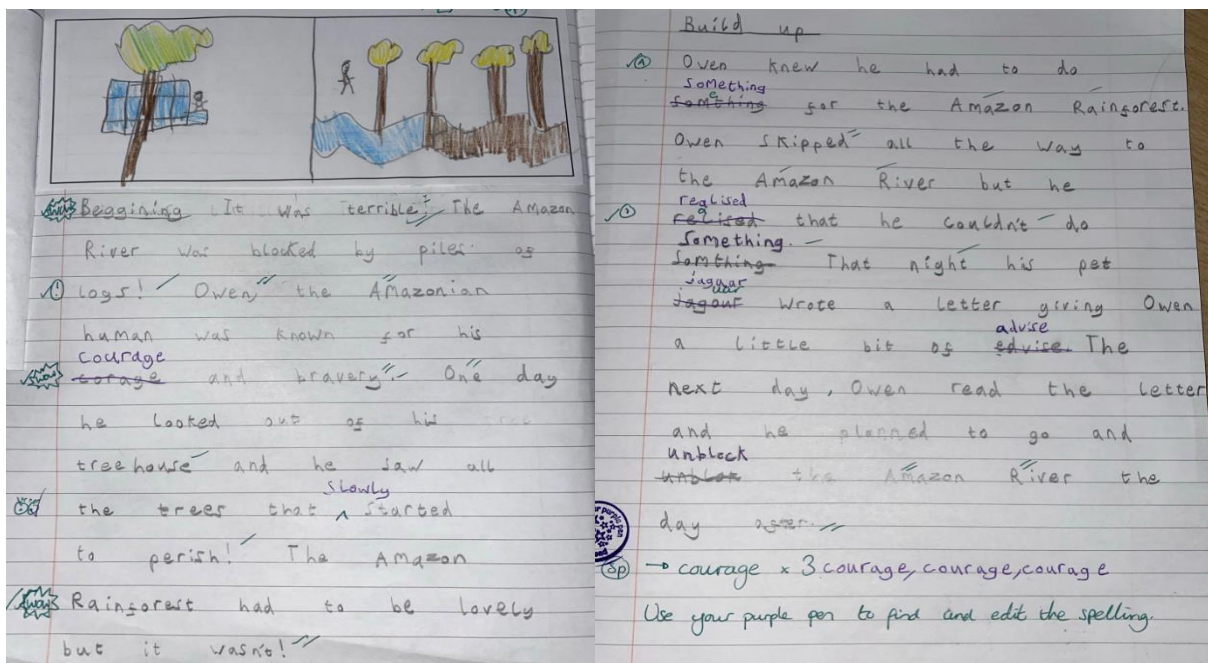
As become



children more

independent, they are guided towards mistakes but they need to independently identify: a) the mistake, and, b) how to correct it. After practice, incorrect spellings are edited in their written work using purple pen. Depending on attainment of child, they may be encouraged to correct spellings using dictionaries.

Marking symbols are in the margin next to the appropriate sentence using either a tick or an arrow to indicate whether it has been included or if it is an error. Missing words are indicated in the sentence and the 'check and edit' symbol used in the margin.



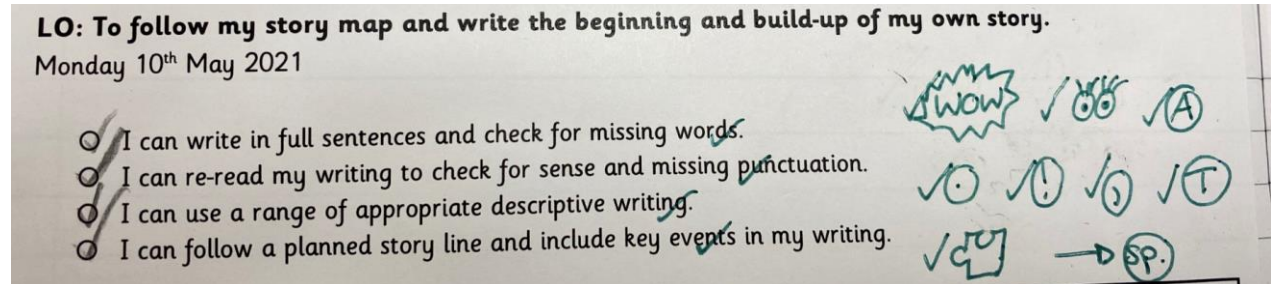
Success criteria:

During the lesson, children will reflect upon their work and tick off the success criteria. This tool provides opportunities for self- and peer-assessment which enables them to understand what they need to include to achieve the learning objective, fulfilling our aim of pupils understanding their current progress and next steps. This is an important factor when instigating and maintaining a purposeful learning dialogue.



When marking work, the class teacher will refer to a success criteria, which will enable formative assessment of pupils' understanding of taught concepts.

Success criteria grid, as demonstrated below, are expected in maths and English but can be used to the teachers' discretion in other subjects.



Prep Marking Code

○	capital letter missing or incorrectly used
Λ	missing word
//	start a new paragraph
sp	spelling mistake
gr	grammar mistake
. ? ! " " , - : ;	missed punctuation
ch	self-check and correct mistake (May be told verbally, not through codes)
✓	Your writing is effective because...
→	Next step to improve writing...
s	I received ongoing support through this task.
~~~~~	phrase/sentence does not make sense

...






**Marking for independence in Year 3 – Year 6:**

Children across the keystage will respond to the marking code as depicted by the teacher. Throughout the year and as children progress the codes will become less specific and replaced with the 'ch'. This will allow the children to identify if their mistake is either a grammar, punctuation or spelling mistake independently. They are encouraged to use dictionaries to correct spellings.

**Maths Marking Code**

<u>Who did you work with today?</u>	
	Supported

	Well done! You got it!
	Remember to...
• <u>ch</u>	Check this calculation
<u>Pr</u>	Presentation needs to be improved
SDI or 	Same day intervention

<p>If there is a success criteria, remember to check it and tick it if you think you have achieved it!</p>
------------------------------------------------------------------------------------------------------------