



Marking and Feedback Policy

Date policy reviewed: June 2026
Policy to be reviewed: June 2027

Signed by	Date
Headteacher:	
Trust:	

Introduction

To ensure all staff use a consistent approach to supporting and extending children's learning. The main objective of marking and feedback is not to find fault, but to help children learn. All of our children are entitled to regular and comprehensive feedback. This policy is based on a wide range of research around the reduction of teacher workload from sources such as: *Workload Review Group Report 'Eliminating unnecessary workload around marking' (WRGR 2016)*, the *EEF report 'A marked Improvement' (Elliot et al 2016)*, *shared work with local Academy trusts*.

Aim

Marking and Feedback should aim to:

- Motivate our pupils by showing that we value their work and efforts, and encourage them to value it too
- Be meaningful to our children
- Be manageable for our staff

Outcomes

- Promotes progress
- Extends learning and thinking
- Promotes independence and resilience

Purpose

The purpose of marking children's work and providing feedback includes the following:

- To celebrate success and/or raise expectations for future success
- Identify learning needs and key priorities for improvement
- To promote peer and self-assessment
- Correct errors and misconceptions
- Check knowledge, skills and levels of understanding to inform planning
- To support teacher assessment and assist in reporting to parents.

Methods of feedback

- In lesson feedback from the teacher/TA during the lesson, whole group, whole class or individually. This may take the form of:
 1. Teacher/TA highlighting work in the children's books as they complete it
 2. Teacher/ TA verbal comments
- Peer and self-assessment
- Whole class/ group feedback at the start of the following lesson based on the following categories: re-teach, consolidate or extend.
- A marking conference which goes into depth about what the child has done well and what they need to target for improvement.

How we will mark and provide feedback

We promote the use of teacher judgements on how to deploy the methods of feedback above, however purposeful, instant verbal and written feedback are promoted within lessons to motivate pupils and extend learning where appropriate alongside the need to reduce teacher workload.

All the above could lead to the identification of misconceptions regarding new skills, knowledge and understanding being delivered during the lesson. In this case, all staff will use well-embedded AfL strategies to redirect the lesson and future teaching and learning to ensure the very highest levels of progress are made by our children.

Spellings

Spelling errors for children in KS1 and SEND children who need further scaffolding will be underlined in pink highlighter and the correct spelling given for them to copy x3.

Spelling errors in KS2 will have a 's' symbol, the children need to use resources/ dictionary to correct these independently.

Appendix 1: Summary of Marking and Feedback Policy

1. All work must have a Learning Intention (LI) and marking must relate to this and, increasingly, the child's own personal learning targets.
2. Marking and feedback must relate to the child's age and stage to ensure its readability.
3. Regular marking conferences will be present which highlight next steps for children.
4. Teacher will mark work which is correct by highlighting **green (good)** work - this encourages children to use the LI.
5. LI will be highlighted in every lesson. If the child has not met the LI a pink dot will be given at the end of the LI. If the LI has been achieved then one green tick will be given at the end of the LI. If the LI has been exceeded then 2 green ticks will be given at the end of the LI.
6. Teachers will use **pink (think)** to identify errors and misconceptions. In EYFS and Year 1 this will be done on the work where the correction is required. For Years 2-6 this will be completed in the margin and one of the following codes given to guide the child. This allows children to identify their own mistakes.
7. Children will correct the mistakes in purple pen and then staff will cross the pink highlighted marking with green to show it has been completed.

These codes are to be displayed in all classrooms and used by all teachers/TA throughout the school

MARKING/FEEDBACK CODES

Symbol	Meaning
AF	Adult Feedback
P	Punctuation
G	Grammar
S	Spelling
.	Full Stop
ABC	Capitals
	Finger Spaces (One symbol then AF to show discussion)
^	Work does not make sense
T	Target met

8. Marking conferences will be denoted by © and comments written in green pen using the schools handwriting scheme. The aim is for each child to complete a marking conference in maths and English at least twice a half term or more often if required.

9. Success Criteria will be displayed in a range of places including on the working walls, as part of the activity or on the whiteboard.
10. All work will be completed in pencil until a pen licence has been awarded when the child is ready (when a child can compete all joins successfully and shows consistently neat presentation). Pencil will always be used in Maths.
11. Children will use erasers at the discretion of the teacher and will cross out work identified for correct with a single line.

In foundation subjects, teachers will highlight the LI green if achieved and provide next step or consolidation questions/tasks (in pink) within the lesson, if needed. Any mistakes related to subject-specific vocabulary will be highlighted pink and the children expected to correct it.