



Feedback and Marking Policy

Date written / reviewed	September 2026
Date to be reviewed by	September 2029
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Chair of Governors	<i>M Hopkins</i>

Rationale

‘Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.’

(Department of Education: Report of the Independent Teacher Workload Review Group)

All forms of marking and feedback are crucial to the success of children. Marking and feedback in the moment is a vital form of communication between pupil and teacher/teaching assistant. It enables children to become reflective learners and helps them to progress from what they already know and fulfil their potential. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

English	Maths
• All written feedback in green pen • Children write in pencil or blue ink-teachers to judge which is appropriate. • 1 tick for good writing in a paragraph/ sentences • 2 ticks for excellent examples of writing. • Where appropriate, give next steps, e.g. NS-Use dialogue to advance a story or NS-Focus on checking punctuation carefully. • Written feedback in KS1 to focus on positive comments • When identifying corrections, focus on a section of the writing (one or two sentences-or a paragraph) Focus on 3 or 4 words that pupils would be expected to spell correctly to avoid overloading feedback with sp. • Identify incorrect spellings (underline and label sp), punctuation errors (circle incorrect/ missing punctuation) and grammatical errors (underline zig-zag- no more than 3 times) • VF to be written to show where verbal feedback/ intervention given to address misconceptions or highlight excellent work.	• All written feedback in green pen • Children complete work in pencil • Correct answers marked with a tick • Incorrect answers marked with © • In KS2, when self-marking, pupils use purple pens to mark and correct any answers with a tick (in one square) and © for incorrect answers. Class Teacher to check for marking accuracy at the first opportunity. • In Year 2, when starting to self-mark, children use purple pens • ‘Fix-it Time’ to be given at the first opportunity e.g. start of next lesson. White Rose Challenge questions provided for pupils with no corrections. • VF to be used to show where verbal feedback/ intervention given to address misconceptions.

Feedback/ Marking for other books

Key Stage 1	Key Stage 2
- Children to be given verbal feedback during lessons, where appropriate use VF - Children's effort / understanding / quality of presentation may be acknowledged with a ladybird stamp at the bottom/side of a piece of work - For a longer piece of written work, staff may add comments- to identify what went well/ even better if. - Ladybirds are awarded for positive pieces of work and/or excellent effort.	- Children will be given verbal feedback during lessons, where appropriate - For a longer piece of written work, use 1 tick for good work and 2 for excellent work, with additional feedback comments if needed. - At the end of a topic, children will go through the topic target sheet as a class (enabling discussion and allowing for children to check they understand which of the learning targets have been met in particular pieces of work). Children will traffic light their own target sheet and add notes of any other learning - Ladybirds are awarded for positive pieces of work and/or excellent effort.
EYFS instant feedback given with the child in green pen to highlight errors linked to personal targets. For work completed independently, teacher to mark with an I in a  circle. - Ladybirds are awarded for positive pieces of work and/or excellent effort.	

Presentation

- Start all work with date underlined and LEAP underlined (may be printed and stuck into books for KS1 or targeted pupils)
- Date and LEAP positioned against the left margin
- Use long date in English (Monday 15th April, 2026) and short date in Maths (15.04.26)
- Work across the page in Maths with question numbers presented as i.e. 9).
- One digit to a square in Maths
- Any errors, rule out with one line using a ruler
- Before starting a new piece of work, underline previous work with a ruler (Key Stage 2)
- All staff comments to be in green pen
- Staff to use cursive handwriting style, in line with school policy
- When a child is assessed to be ready to use a pen, pupils use pens for improving writing / responding to marking.
- VF used to indicate that verbal feedback was given during / after lesson
- Children have 'Fix-it Time' allocated to respond to marking / feedback at the earliest opportunity.

Key for marking to be stuck in the front of children's books

Key Stage 2: The Key to Success

✓	1 tick for good work
✓ ✓	2 ticks for excellent work
VF	Written to show where verbal feedback/assistance was given
NS	Next Steps
<u> </u> sp	Underline spelling error and mark sp
○	Circle incorrect or missing punctuation
©	C for correction needed
~~~~~	Underline with wavy line to identify grammatical errors

## Key Stage 1: The Key to Success

✓	1 tick for good work
✓ ✓	2 ticks for excellent work
VF	Written to show where verbal feedback/assistance was given
<u>    </u> sp	Underline spelling error and mark sp
©	C For correction needed.