



Marking and Feedback Policy

Date Created	October 2021
Date Modified & Agreed	February 2026
Revision Due	February 2028

Change History

Version	Date	Description
3	November 2023	Marking codes amended
4	February 2026	No amendments made – this policy still reflects current practise

Linked Policies	Adaptive Teaching Toolkit Assessment Policy Curriculum Policy Teaching and Learning Policy
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AWAITING GOVERNOR RATIFICATION

Marking and Feedback Policy

Marking and feedback are an integral part of the teaching and assessment process. We wish to make it as positive, simple and effective as possible. We want it to move the children forward in their learning by identifying positive elements, as well as next steps, in their work.

The aim of this policy is to ensure marking is **consistent across the school** and gives equal opportunity to all.

It should:

- give specific feedback to pupils on their achievement and show clear points for development within a piece of work.
- enable teachers to evaluate quality of learning, pupil attainment and inform planning and follow-up teaching – reminding teachers at a later date of progress made, through annotation of work.
- informs parents of their children's progress and attainment
- emphasise strengths before weaknesses
- provide opportunities for pupils to respond to teacher feedback

Staff will:

- mark the children's work regularly
- use the marking to inform the assessment procedure against expected learning outcomes
- make positive and developmental feedback comments about the work, by showing what the child needs to do next
- give children the opportunity to read, and act upon, feedback
- involve the children in self-evaluation of their work – ensuring children have the opportunity to self-correct and edit their own work
- involve the children in the evaluation of other children's work (peer marking)
- communicate with individual children in a manner which is suited to the child's maturity and developmental stage
- follow the marking codes for the relevant key stage

Marking and Feedback are an essential part of the assessment process and helps to establish a child's readiness to move on. It supplies learning information which assists the teacher with planning and allows them to adapt their teaching to meet individual children's needs. Marking should be directly linked to the **Learning Objective** and **Success Criteria** within the lesson. These should be shared with the children at the beginning of the lesson and when discussing and marking their work.

In order for maximum impact, marking should be done regularly, and should be done as soon as possible after the work is completed. Depending on the foci, some errors will not be marked – attempting to mark all errors is unnecessary and may become demoralising for the children. Ideally, teachers should mark the work “live” with the child. However, this is not always possible due to time and other constraints. In KS1, this is easier to achieve, with oral comments for the children to respond to.

Self and peer marking are valuable skills for children to learn and helps them to identify their own strengths and targets within a subject. It is important for the children to contribute positively to this evaluation process. Providing regular opportunities for these allows the children to develop effective learning strategies. Where work has been self-marked by pupils, this will be done using a purple "editing" pen.

In order to achieve consistency across the school and to make marking and feedback clear to children, consistent marking codes and colours will be adhered to when marking children's work. Please see Appendices 1, 2 and 3 for marking codes.

Reviewed February 2026

Marking Codes – Foundation Stage

During Foundation Stage, our marking will focus on positive points only to ensure that pupils have a clear understanding of where they have succeeded and that they remain motivated to learn. In exceptional circumstances, some children may be ready to be exposed to the Marking Codes for Key Stage 1. This will ensure they have a smooth transition into Year 1.

Marking Code:



Correctly spelt **“Tricky Word”** or **“Common Exception Word”**



Correctly used phonics – one tick to be used for each sound used correctly

Feedback Signals:



Discussed with Teacher

Symbols for types of work:

I is for Independent

S is for Supported

G is for a Guided group

Please indicate whether different levels of support were given for different elements of writing e.g. composition of sentence, generation of ideas, identification of GPC, letter formation etc

Teaching assistants and supply teachers should put initials with the marking code please

Pens:

All marking should be done in **Green** as work will be marked WITH the child.

Marking Codes – Key Stage 1


Marking Code:


..... Spelling Error

• Incorrect answer (in maths)

 Capital letter or full stop missing– teacher comment for child to correct

 Finger Spaces

 You have missed something out, please put it in

 Good word or punctuation

NC Needs consolidation

Feedback Signals:



Discussed with Teacher

Now ... or Now ... A development step

Symbols for types of work:

I is for Independent

S is for Supported

G is for a Guided group

Teaching assistants and supply teachers should put initials with the marking code please

Pens:

Blue for celebrating success

Pink for improving and 'NOWS'

Green for marking work with child

Purple for independent editing by child before marking or after feedback

Appendix 3 – KS2 Marking Codes

Marking Codes – Key Stage 2

Marking Code:


..... / sp Spelling error – please correct

• Incorrect answer

G Incorrect grammar

? This doesn't make sense – we'll check this together

P Incorrect/missing punctuation – teacher comment for child to correct

 Good word or punctuation

↳ New paragraph needed

^ Missing word – Please add

NC Needs consolidation

Feedback Signals:



Discussed with Teacher

Now ... or Now ... A development step

Symbols for types of work:

I is for Independent

S is for Supported

G is for a Guided group

Teaching assistants and supply teachers should put initials with the marking code please

Pens:

Blue for celebrating success

Pink for improving and 'NOWS'

Green for marking work with child

Purple for independent editing by child before marking or after feedback