



## Feedback and Marking Policy

APPROVAL DATE: January 2025

REVIEW DATE: January 2026

This policy reflects the school's values of promoting quality learning, it is designed to be consistently applied by all staff.

### What is feedback?

Feedback is an important form of communication between the teacher and child, through

- verbal discussion between an adult or child, or a discussion between children
- written comments and / or a code to make improvement
- combination of both verbal and written comments

### Reasons for feedback:

- to recognise, encourage and reward effort and achievement and celebrate success; such as stickers or house points
- to provide dialogue between teacher and child and provide appropriate feedback about strengths and areas to improve in their work
- to improve a child's confidence in reviewing their own work
- to indicate how a piece of work could be corrected or improved
- to identify children who need additional support / more challenging work

### The nature of feedback

- Comments may be verbal or written, formal or informal
- Comments may be given on an individual, group or class basis

### Feedback methods / classroom practice:

- **Verbal Feedback:** immediate feedback identifying specific areas to improve; praise and share using visualiser
- **Task review:** closed exercises may be reviewed by going through them together while children indicate success and correct errors, mistakes or incorrect answers
- **Focused Feedback:** where written feedback is provided, time will be built into lessons for children to reflect on the feedback and to respond to it

### Marking

Marking is carried out in a contrasting colour. Staff use **green** and **purple** to mark children's work. When editing work, children use a **pink** pen. The use of editing begins in Year 2.

We also recognise that when children have the success criteria, the children themselves can effectively mark and assess each other's work. This is referred to as peer marking and a pink pen is used. Deeper marking in KS2 of longer extended pieces of writing mid-way or at the end of a unit celebrating achievements and advising general next steps.



## MARKING CODES

EYFS



next to learning objective if mostly met

Pencil grip: fist fingers tripod Hand: L R L/R  
Supported Some support Independent

(I)

For independent child-led learning



next to learning objective if met



next to learning objective if mostly met

**T**

I have worked with my teacher

**HLTA/initial**

I have worked with the HLTA

**TA**

I have worked with my teaching assistant

**S**

marked by a supply teacher or student

**VF or VF**

verbal feedback

## Spelling

\_\_\_ (in purple) underline the word - children copy or find and then practise

**SP** year 6 or as appropriate in the margin

..... children dot under a word if they do not know how to spell

## Punctuation



missing/incorrectly placed punctuation/capital letters

**P** written at the side so child can work out what punctuation is missing

// to identify paragraph

**Λ** to show a missing word or add extra vocabulary