



MARKING AND FEEDBACK POLICY

Approved by: Head Teacher

Date Approved: 23.3.2026

Next review due: March 2027

Marking and Feedback Policy

Aim

We believe in meaningful, immediate, purposeful and effective marking and feedback. As a result, our children make accelerated progress and due to the instant live feedback, their self-esteem is boosted. Where possible, marking is live in order to address misconceptions in a timely manner rather than reacting after the lesson.

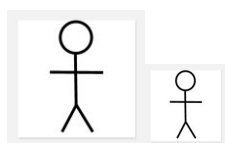
Objectives

Marking will be used to:

- Identify if a child has achieved, not achieved or surpassed the learning objectives of the lesson – via independent, with support or deep statements.
- Inform planning for subsequent lessons.
- Further challenge the pupils learning.

Marking

Where possible, pupils' work will be marked during the course of the day, live, with the pupils. This includes HLTAs and LSAs marking the work with the pupils. If an adult has supported a pupil with their independent learning, then a large stickman and a small stickman should be drawn above the LO sticker with adults initials:



Agreed practice

- A purple pen will be used by all adults to mark children's work to address any errors, misconceptions or move learning on **against the success criteria**.
- A green highlighter will be used to underline with a highlighter the learning objective and success criteria to show achievement against this both on the success criteria statement and in the work.
- An orange highlighter will be used to highlight the success criteria identifying areas for improvement and or next steps against this.
- Ensure examples are modelled to scaffold and support children achieving the next steps.
- Where possible and appropriate, lessons should have a next step. Either as a missed success criteria step, mastery question or a further personalised development.
- Teacher's need to allocate the beginning of the next session as specific time to read, reflect and respond to these comments, this is often completed during or after the lesson starter.
- If next steps have been requested, the should be completed. The teacher needs to highlight this in green or orange. When the next step has still been highlighted orange, it should be evident through Mind the Gap sessions that this has been addressed - individually or whole class.
- Home school diaries should be checked throughout the week, stamped/initialled and a positive weekly comment added to each diary.

- In all pieces of work, at least 1 spelling (maximum 3) is addressed by underlining the incorrect part in the word and then writing the correct spelling at the end of the work for the pupil to copy out 3 times. The spellings must be age-appropriate and at the pupils ability level. If identifying spellings during live marking, write the correct spelling in the margin for the pupil to correct.

Maths:

- ➤ Number sentences and mathematical methods will be modelled for children to correct errors or challenge misconceptions.
- ➤ Maths work will be marked live with the children. For KS2, this may take the form of pupil self-marking, peer marking or group marking and this should be completed with a green or orange pencil and underlined with a ruler.
- ➤ A green highlighter indicates success against the learning objective and the correct answer(s).
- ➤ An orange highlighter will indicate incorrect answers.

- ➤ Number formations to be corrected and children given opportunities to re-write correctly.

Curriculum (including English):

- ➤ The most relevant and age-appropriate incorrect spellings should be addressed using the marking codes (*sp*) for the children to correct in blue pen.
- ➤ Grammar errors should be addressed individually, in a group or as a whole class and this will be evident through the correct use in future pieces of work.
- ➤ All children are expected to use cursive handwriting and this will be modelled by all adults through displays, flipcharts, marking etc.
- ➤ All extended pieces of writing should include time to proof-read, re-draft and edit throughout the week.

Work to praise and share

Class teachers choose children's work each session to display under the visualiser or read aloud as a model of high quality expectations. This should be identified using the 'Praise and Share' stamp. There is no limit to the number of pieces shown. Usually, these pieces of work will then be presented on display in classroom and communal areas - ensure the pupil's name is added to the work on display.



Marking Codes

Underlined in Green = Areas of Strength

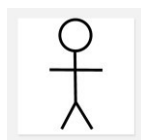
Underlined in Orange = Areas to Further Develop

Below codes to be used down the margin (adapted as needed for lower ability):

- Do not overload their work with marking codes.
- Code the marvellous mistakes that they shouldn't be making and a few challenge ones.
- Teacher judgement should be used when using these codes. For example, do not correct missing brackets for parenthesis if they haven't mastered full stops. Teacher judgement should also consider what has been taught.

P	<p>Punctuation: <i>full stops, capital letters, commas, apostrophes, inverted commas, exclamation marks, question marks, colons and semi colons, brackets, dashes etc.</i></p> <p>Circle the mistake or where it is missing if they need support finding the error. 'P' in the margin.</p>
G 	<p>Grammar: <i>e.g. was/were etc.</i></p> <p>Underline the error with a wiggly line, 'G' in the margin</p>
T	<p>Tense</p> <p>Underline the mistake if needed, 'T' in the margin.</p>
SP 	<p>Spelling</p> <p>Underline the part of the word that is incorrect and 'SP' in the margin. Provide spelling if needed (where appropriate, using teacher judgement).</p>
//	<p>Paragraph lines: teach the children to include these if they have missed a new paragraph.</p>
V	<p>Vocabulary</p> <p>Encourage to choose a better synonym using a thesaurus or word bank. 'V' in the margin, wiggly line under the word.</p>
^	<p>Missing word/words – indicate in text where missing.</p>

Code next to or above the LO (or individual sections of work as needed):



= Work completed with adult support

For independent work, no code is necessary, as assumptions will be made that the work is independent.

Additional stamps used in the margin beside individual sections.



Work that has been shared and celebrated.

For further guidance and support, please see your Senior Leadership Team to support you with how to live mark effectively for your class. Example books will be available to see the marking in action.