



MARKING AND FEEDBACK POLICY

This policy was agreed by the governing body on:

Date July 2026

To be reviewed July 2027

Chair of Governing Body 

Headteacher 

Marking and Feedback Policy



Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against the learning objective. Constructive feedback enables children to become reflective learners and helps them to close the gap between what they can currently do and what they need to do next.

Aim: to establish a consistent and effective approach to the way work is marked and feedback given.

Principles that guide our approach to marking.

Marking and feedback:-

- Is accessible to children and manageable for teachers
- Is undertaken soon after the learning has taken place to ensure next steps are addressed in a timely fashion
- Gives recognition for achievement and clear strategies and opportunities for improvement
- Relates specifically to the learning objective
- Uses consistent codes across the school
- Is a response to individual learning needs
- Informs future planning

How we mark children's work:

Oral feedback:

It is important for all children to have regular oral feedback from the adult working with them. Verbal feedback should usually focus on how the child is progressing towards the LO and/or how to improve further. Verbal feedback is recorded in the child's book with the appropriate code (VF) which can be pink or green according to the feedback given,

Summative feedback/ marking:

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is right or wrong. This can also be self, or peer marked. The learning objective may be ticked as described below. A written comment may be given.

This form of marking can take place in the form of live marking which occurs during the lesson and at the end. All lessons end with some form of feedback/marking.

Formative feedback / marking:

Not all pieces of work need to be 'deep marked.' Each child should have a piece of work in a particular subject more deeply marked at least once a week; this should include a 'Green to Grow' task to move the learning forward.

Live marking:

This takes place during the lesson and enables teachers to identify and address misconceptions in the moment through immediate feedback and effective questioning. It provides opportunities for positive praise, targeted support and challenge, helping pupils to deepen their understanding and reflect on their progress. In line with Rosenshine's Principles of Instruction, live marking supports high-quality teaching and learning whilst reducing teacher workload.

Peer marking:

This provides pupils with opportunities to review and discuss each other's work against the success criteria. Through constructive feedback, pupils can identify misconceptions, support one another to improve and refine their work, and reflect on their own progress and next steps. Peer marking also develops pupils' oracy skills by encouraging purposeful discussion, explanation and justification of their thinking.

Marking may consist of the following:

- Success criteria ticked to indicate level of success - see table below
- Green to Grow comment
- Ticked work to indicate correct answers
- Dots to indicate incorrect answers
- Verbal feedback given (VF) pink or green pen to be used
- 1 House point awarded for a really good piece of work
- Self/peer assessment in purple pen

Marking codes FS/KS1

CT	Teacher has supported the child in the lesson.
TA	Teaching assistant has supported the child in the lesson.
Cover	Indicates that the lesson has not been taught by the class teacher
VF VF	No written comment as verbal feedback given. For younger children this verbal comment may also be recorded at the end of the piece of work.
✓	The student is working towards the learning outcomes (next to appropriate Success criteria)
✓✓	The student has achieved the learning outcomes (next to appropriate success criteria)
✓✓✓	The student has made better than expected progress (next to appropriate success criteria)
.	Child needs to try this question again next to original answer.
Sp (in margin)	For phonetically plausible words a green line underneath incorrect part of spelling of a word the child should know. Adults to give children sound buttons to encourage the correct spelling on the word - minimum of 3 at the bottom of the page. e.g. . _ _ could be given for a student who has mis-spelt the word joy
FS CL C	If a child has missed a full stop, the child needs to correct this in their writing. If a child has missed a capital letter, the child needs to correct this in their writing. If a child in year 2 has missed a comma, the child needs to correct this in their writing.
1 hp	1 House Point given for a really good piece of work.

Marking codes KS2

CT	Teacher has supported the child in the lesson.
TA	Teaching assistant has supported the child in the lesson.
Cover	Indicates that the lesson has not been taught by the class teacher
VF VF	No written comment as verbal feedback given. For younger children this verbal comment may also be recorded at the end of the piece of work.
✓	The student is working towards the learning outcomes (next to appropriate Success criteria)
✓✓	The student has achieved the learning outcomes (next to appropriate success criteria)
✓✓✓	The student has made better than expected progress (next to appropriate success criteria)
.	Child needs to try this question again next to original answer.
Sp (in margin)	For words spelt incorrectly a green line underneath incorrect part of spelling of a word the child should know. Adults to give children sound buttons to encourage the correct spelling on the word (where possible) minimum of 3 at the bottom of the page in purple pen. e.g. _ _ _ _ ' _ could be given for a student who has mis-spelt the word didn't
FS CL C Symbol	If a child has missed a full stop, the child needs to correct this in their writing. If a child has missed a capital letter, the child needs to correct this in their writing. If a child in year 2 has missed a comma, the child needs to correct this in their writing. For more advanced punctuation, the appropriate punctuation required e.g. " " for missing inverted commas.
^	This would be used if a child has missed out a word, or is required to add more information.
T	This indicates that the verb has been written in the wrong tense.
1 hp	1 House Point given for a really good piece of work.

Children must be given time to read, reflect and respond to marking and feedback.
 Teachers should allocate times for children to respond to marking and feedback. This time may be given at the start of the day or as part of a specific lesson.

Feedback given to pupils:

English	At least once per week with a Green to Grow
Maths	At least one Green to Grow per week with a focus on fluency, reasoning or problem solving
Science	Teachers to select two suitable KCV questions over the course of one unit of work to give to pupils. Spelling to be addressed for subject specific vocabulary.
Humanities	Children will respond to KCV questions in the appropriate lesson as planned within the learning objectives. Spelling to be addressed for subject specific vocabulary.
RE	Children will respond to the enquiry based question in lesson 5 which should be challenged with one additional; KCV question in lesson 2 or 3. Spelling to be addressed for subject specific vocabulary.
PSHE	At least one Green to Grow will be given within each unit of work Spelling to be addressed for subject specific vocabulary.
Art DT MFL Online safety	Learning objectives to be marked with pink ticks Spelling to be addressed for subject specific vocabulary.

