



Marking & Feedback Policy

This policy was agreed in March 2026 and will be reviewed in Sept 2028

Chair of Governors

Date

March 2026

Headteacher

Date

March 2026

Introduction

We believe marking and feedback should be constructive to every child, focusing on success and any improvement needed against learning intentions which enables pupils to become reflective learners and to help them to close the gap between current and desired performance.

Aims

Marking and feedback should:

- Be manageable for teachers and children.
- Relate to the learning.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- May be verbal or written.
- Where appropriate, allow specific time for children to read, reflect and respond to marking (purple pen time).
- Respond to individual learning needs, marking in real-time where possible.
- Inform future planning and individual target setting.
- Be accessible to children.
- Use consistent codes (see marking codes at the end of this document).
- Ultimately be seen by children as a positive way to improve their learning.
- Encourage and teach children to review/critically reflect on their own learning wherever possible.

Teacher marking / feedback strategies

The level of marking and method by which the teachers give feedback to children about their work will depend on a number of factors, including:

- The age, ability and specific learning needs of each child.
- The type of work that they have been asked to produce.
- The time between the work being produced and when the children are able to review it.
- The time available to the children to reflect and act on the marking and feedback.

For example, the marking and feedback of a closed comprehension piece of work may be significantly less than an independent write, where the children will be expected (and be given specific time) to proofread / improve their writing. Verbal Feedback should be recorded in the children's book as a VF circled.

Live Marking (Grindleford Staff thought this part from our policy was helpful and apt to link to current guidance)

Teachers will mark the children's books/worksheets during the lessons where possible. This ensures that most children get timely feedback, which gives them opportunities to improve skills within the lesson. This also aids teachers to reduce their workload.

Essentials for writing

We want encourage the children to present their work as effectively and neatly as they are able. Essentials for writing / maths are incremental lists of expectations that should be used by

the children as a reminder of how they should present their work, and by the teacher to use as a prompt where children are not attaining the expected level of presentation.

- Each child should have access to an age / ability appropriate 'Essentials for writing', where appropriate this may be stuck inside the front cover of the children's books. (this bit doesn't apply to Grindleford)
- Teachers may tailor these 'Essentials' sheets to reflect particular children's needs and / or update these to show what the children still have to focus on
- We don't have the essentials stuck in books, we have them to access in the classroom

Individual targets for writing / maths

- Children should have individual targets for writing and maths which will normally be available for the children to use at their table. (we don't have these stuck in books or on view in the classroom. Children have a target written on draft writes, so they know what their next step is and maths targets are highlighted in learning books to show them what they have met and what they need to do next.)
- Teachers should review individual targets regularly and update them termly.
- Children should be aware of their individual targets and strive to achieve these.
- Children from Year 2 and above will be set targets.

Learning intentions

Every piece of work should be headed with the date and a learning intention (L.I.) The learning intention should be the prime target for the work and the children should be made aware of this. When marking, the teacher is required to: highlight the L.I. to show that the L.I. has been achieved (green highlighter), partially achieved (orange/yellow highlighter); has not been achieved (blank). We usually tick if met, or left if not met – we don't use highlighters on individual L.I.s. Could we change this to include both methods?

When the children are able, at the end of a lesson they should indicate whether they feel they have achieved the learning intention. This may be drawing a 'face', completing a 'tick sheet' or other methods the teacher deems appropriate. (We don't do this, only verbally)

Success Criteria

For some pieces of work, there may be a success criteria list – which gives a specific (adapted) list of criteria that the children should be aiming to achieve. The success criteria should be manageable and written in language that the children understand. The success criteria are in a table which the teacher can tick if they judge the children have achieved these criteria. Older/more-able children, may also have an additional column where the children themselves can assess their achievement against the criteria.

We don't use success criteria in books at all and discuss these verbally at the start and end of a lesson.

Children's work in books

The children should normally write in pencil in all books unless directed or allowed by their teacher. When writing is legible and consistent, children in upper key stage two are encouraged to write in pen. Children should never be allowed to write in green pen. Purple pen will be used by children in all books when correcting, editing or improving their work. All teacher comments and marking in children's books should be made in green or pink pen.

Independent working (We don't do this – just a S for supported)

The independence of the children's work should be indicated where a child has required additional support. This will be indicated at the top of the piece of work (next to the L.I.) as follows:

- If they have been partially supported this will be PS in a circle
- If they have been fully supported this will be FS in a circle
- If the child worked in a guide group this will be GG in a circle

Whilst at younger ages the teacher should add this indication to the children's work, when the children are able they should be encouraged to do this themselves.

Star, learning points and/or brief comment

At the end of many (some) pieces of work, the teacher may want to draw a star and accompany this either with an indication of any learning points (LP) awarded, or a star with a brief positive comment about the child's work. Is this necessary? Teacher's could save time by not doing this – Ofsted raised this with me once – could it be replaced with a stamp?

Wish and brief comment

At the end of some pieces of work, the teacher may also want to draw a wish symbol and accompany this with a brief comment about how the child can improve their work next time.

Marking codes

For selected pieces of written work in Key Stage 2, the teacher should put codes in the margin to indicate errors that the children need to correct. The codes that the teacher will use when marking are shown in the table below, although the subset of these used are at a teacher's discretion, dependent upon the age, ability and other considerations of each individual child. It is expected that as the children progress a larger subset of the marking codes will be used.

It should be noted that the teacher will not highlight every error, every time, but that this will be at the teacher's discretion. Highlighting every error may in many cases be counter-productive as it could reduce the children's self-esteem.

Marking codes used by teachers in children's books

H	Handwriting
C	Missing capital letter
<u>C</u>	Incorrect capital letter
P	Missing punctuation
<u>P</u>	Incorrect punctuation
//	Start a new paragraph
T	Wrong tense
W	Missing or wrong word
Sp	Spelling mistake
■	highlighted section to signal correction/completion required

Grindleford Highlighting Marking Codes

Pink	Punctuation
Green	Spelling
<u>Yellow</u>	Wow word
Blue	Capital letter
<u>abc</u>	Handwriting
//	Start a new paragraph
T	Target

Depending on the age and ability of the child, the marking code may be used next to the error or in the margin on the line where the error has been made. In the case of spellings the word that has been spelled incorrectly may additionally be underlined.

From the Spring Term onwards, the teacher will not include any marking codes against year 6 children's independent writing - which will be used as evidence towards their end of year assessment.