



Marking and Feedback Policy

**November 2025
Review by November 2027**

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Rationale

Feedback is an essential part of teaching and learning. Responding to children's work through constructive comments that acknowledge achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

All staff follow an agreed system and consistent procedures in responding to children's work in order to give clear messages to the children about their progress. We use our judgement as professionals in a constructive way when working with young learners to take them forward.

Principles

Marking and Feedback should:

- Raise standards
- Be manageable for all staff
- Relate to learning intentions, which have been shared with the child
- Be based on knowledge and understanding of a child's previous attainment
- Motivate children by celebrating their successes
- Be regular and frequent
- Where possible be done with the child face to face
- Give children opportunities to become aware of, and reflect on their learning needs and next steps
- Inform future planning and individual target setting
- Involve all adults working in the classroom
- Be accessible and inclusive
- Be used consistently throughout the school

Roles and responsibilities

The **headteacher** is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all subjects within the school.

Teachers are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all children within their class to ensure they are making expected progress.

- Ensuring that children understand and act on the feedback they have been given.
- Allowing children to ask questions in regard to any feedback they have received.

Teaching Assistants are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback
- Ensuring that children understand and act on the feedback they have been given.
- Allowing children to ask questions in regard to any feedback they have received.
- Give the class teacher feedback in order to further support the children.

Expectations

All staff marking children's' work are expected to:

- Give feedback to children about their work either orally or written wherever possible.
- Where appropriate mark or give feedback promptly
- Ensure their writing is clear and precise with good handwriting and spelling used as a model for children.
- Mark in pen of any colour except red.

Children are expected to:

- Try their best with any work they complete.
- Ask questions when they do not understand something.
- Listen to or read and respond to any comments on their work.
- Where appropriate, review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Take responsibility for their learning.

Workload

- The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a child.
- All staff will ask themselves 'why am I providing this feedback?', 'how will this feedback be useful to the child?' If the answers to these questions do not reflect a positive impact on children's learning, teachers will use their professional judgement and decide whether the feedback is necessary.

Process of Marking and Feedback:

The majority of feedback given to all children will be verbal.

Learning Intention Labels:

- All recorded work will have a L.I. label with it, placed at the top of the left hand page.

The L.I. label will:

1. State the date
2. Give a clear learning intention
3. Give clear success criteria unless being generated with the children
4. Give a context to the work

Example of a Learning intention label

1.11.2023 Children have used number cards 1-20 to generate their own sums adding 10 to each card picked, L.I. To add 10 to a number s.c. 1.draw a number line to show starting number 2. Record 10 jumps of 1 3. Record 1 jump of 10 4. Record number finish on G L/S S/S Adults: ET DL KC SB SD

Key



G= guided work

L/S = the child has worked with an adult and received lots of support. How they have been supported will be briefly recorded

S/S = the child has received some support from an adult. How they have been supported will be briefly recorded

It is assumed that any work without the above codes is independent.

Marking and Feedback:

- To highlight a particular skill or words/ phrases that have you been pleased with underline it in **pink**.
-  Using a pink star stamp highlight when a child has exceeded expectations
- Green highlighter is used to indicate what they need to do to improve and make the correction.
-  Use a "next steps" foot stamp are used occasionally when marking away from the point of teaching to indicate to the child what their next steps are or how improvements can be made where appropriate. However, verbal feedback in the moment is best.

- Give children the opportunity to respond to their “next steps” in a red response pen or correct their work in a red response pen. Children will be given the time to respond immediately when working with an adult as all their work is marked with them.
- In green highlight no more than 3 words that the child has misspelt focussing on those you would expect them to know i.e. Key words or word linked to phonics knowledge. The children will have another try at spelling these words on their left hand page.
- Indicate where the nature of any support changes e.g. a piece of work may start of being independent and highlighted IND but become L/S as a child is struggling. The point where lots of support is given will be noted by writing L/S.
- In KS1 ensure when children are working with others ensure they use different colour pens.
- Any emergent writing that needs mediation to be read will be written out by the teacher and ticks placed under correct letters. A dot will indicate where a child has used a phonics sound but it is incorrect for that word. E.g. gaim
- Continuous provision activities that are recorded in books are stamped as independent learning and will be marked if it is a star job and responded to at a later point if necessary.
- Star jobs that are recorded on Class Dojo need a comment either from the child or adult that explains what they have learnt, not what the learning intention is. If the child has made the comment, an adult in that year group will respond when they approve the post.

Inclusion

The vast majority of children at Abbots Farm Infant School have the potential to develop some self-evaluation and feedback skills but greater scaffolding and support will be required for some children, including those with Special Educational Needs. Verbal feedback and marking symbols will form the basis of feedback to these children and adaptation of written marking feedback may be required to make it accessible and meaningful and to encourage confidence and progress in learning.

Monitoring and review

This policy is reviewed **every 2 years** by the **headteacher**.

Any changes or amendments to this policy will be communicated to all staff members by the **headteacher**.

The scheduled review date for this policy is **November 2027**.