

# Marking and Feedback Policy

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## MARKING AND FEEDBACK GUIDANCE

### Quotations:

*'Feedback is only effective if it is acted on.'* Shirley Clarke

*The 4th Key Principle of Assessment for Learning is: 'Provide feedback to children on their successes, show them improvements and provide them with time and opportunities to make these improvements'. Ann O'Connor*

*'The most effective feedback is oral.'* Shirley Clarke

### Rationale:

It is through the effective feedback that children receive about their work that they make improvements and develop their skills further. The most effective feedback is oral feedback, after which pupils should take immediate action on this feedback. However, it is not feasible to expect teachers to give all pupils oral feedback during every lesson, so it is at this point that one of the following needs to take place in order for children to receive effective feedback: self-assessment, peer assessment or teacher marking.

This policy focuses on marking and provides standardisation and consistency of practice throughout the school. The implementation of this guidance is the responsibility of all staff.

Marking is a tool with which to provide pupils with feedback about their successes (related to learning objectives, success criteria or previously identified areas for development) as well as the next steps needed in their learning in order that they may improve their work. It also helps children value their work and promotes their self-esteem.

## Principles of Marking and Feedback:

The following principles and advice should be taken into account when giving children feedback about their work, and form the basis of Heathcote's guidance.

- Feedback can be **written or oral (OF)**, and can be given by the teacher, the teaching assistant, or through **self-assessment (SA)** or **peer-assessment (PA)**.
- The best feedback is the **dialogue** that takes place whilst the task is being completed.
- Feedback should be **positive** in its tone – praising and encouraging the work that children produce, recorded by the teacher in a **pink pen**. Whilst giving **constructive advice on how to improve**, recorded by the teacher in a **green pen**.
- Focusing on children's errors, for example marking work with crosses, or indicating every spelling mistake, can damage children's self-esteem and should **not** be evident. Dots to be used instead of crosses.
- Children should explicitly be given the **opportunity to respond** to any feedback given, for example by being given the time to read any written feedback, and to act on any suggestions made in the feedback. *This time is valuable, and should not be underestimated; the progress children make during this time is often greater than the progress they would make if the teacher had moved on to teaching new material.* If pupils need to edit their work, this can be done in **purple pen** ('purple polishing pen') if wanted.
- Feedback should be **manageable for teachers** and accessible for pupils – we should be aiming for teachers to write less and pupils to take more responsibility for assessment of work (self and peer assessment).
- The above two principles should inform the quantity of constructive feedback given; if children are not going to have the opportunity to respond to feedback, then it is both counter-productive and a poor use of teachers' valuable time to give it.
- The majority of feedback given should be focused on **learning objectives, success criteria** that have already been shared with/created by children prior to starting work, or with **personal targets** that individuals or groups are working towards; personal targets are more effective if children have had an involvement in choosing them, and have ownership of them.
- Teachers should be mindful when giving pupils scores, grades or levels – as these can have a negative effect on pupil's attitudes, particularly of lower attaining pupils, whereas comments alone have a positive effect on attitude.
- Rather than being the subject of individual comments, common errors amongst the class should be noted and used to inform planning for future lessons.
- The skills of self-assessment and peer-assessment, though not explored here in detail, are important keys to children making good progress.

## **Feedback and Marking at Heathcote:**

### **Oral/Verbal Feedback**

Oral/verbal feedback is widely agreed to be the most effective feedback. This means discussion of work and direct contact with the child. Even though it should be used with all children, it is particularly appropriate with younger, Early Years, less able or less confident children. This may be to correct a child's understanding or to extend the child's learning. Such an exchange will be accompanied by the written mark '**VF**' to represent oral feedback, which will serve as a record that the child has received feedback.

## Written feedback/marking

1. Maths, literacy and science work needs to be assessed against the learning objective, success criteria or personal targets. In order for this to be done swiftly, whichever of these is to be assessed needs to be at the start of a piece of work. This can be done in a variety of ways, e.g.
  - A Learning Objective or success criteria form could be stuck in at the beginning of each piece of work in literacy and maths books;
  - If success criteria are going to be generated by pupils during the lesson, children should do this at the top of a piece of work, for example in a list or in a spider diagram;
  - If work is going to be assessed against pupils' own targets, they can write their target(s) at the top of a piece of work, or stick in a printed copy of their target(s).
  - Pupils may use green and pink pen/pencil to respond to teachers' marking, peer and self-assessments.
2. After completion this work needs to be assessed. This can be done by the teacher, the pupil (self-assessment) or another pupil (peer assessment).
  - Teacher assessment at this stage should be a quick marking (e.g. ticking) against the learning objective, success criteria or target;
  - Self or peer assessment can be equally brief, or can be more detailed;
  - If self or peer assessment is undertaken, this should be acknowledged by the teacher – this could be as brief as a tick, or initials.
  - The use of stamps and stickers is acceptable to recognise good work.
3. In addition to this, some work in maths, literacy and science requires more in depth marking. However not all pieces of work may be marked in depth.
  - Teachers decide which work will simply be acknowledged and which will be given detailed feedback.
  - A minimum of two comments (one **celebratory**, to be written in **pink**, and one **improvement prompt**, to be written in **green**, that needs to be acted on) should be written and relate directly to the learning objective, success criteria or personal target for the task.
  - Where a personal target for the individual has been achieved, this should be recognised and celebrated.
  - Specific areas of work may be highlighted to identify where the learning objective has been **met** (**pink**) or to identify an area that could be **improved** (**green**), and therefore must be acted on.
  - If corrected, children should be given the opportunity to practise the spellings that were incorrect.

If the pupil is unclear about the objective use a detailed comment to fully model the objective. The pupil could then be asked to complete a further question based on the objective.

4. In order for the children to act on improvement prompts, a regular response time needs to be built into lesson planning, and children need to be trained to use this time appropriately, through regular discussion and modelling in class. Suggestions for this include:
  - Part of early work/start of the afternoon
  - As an independent guided reading activity
  - At the beginning of the next lesson, possibly whilst waiting for the lesson to start, and/or before starting the next independent task.
  - At the beginning of the next guided session.

The time chosen for responding to work will influence which work produced by the children is to be marked in depth.

**Secondary marking by teaching staff may be marked in an alternative colour to distinguish it from primary marking. The colour choice is decided by the member of staff to ensure that it is clear to the pupil that these changes have been made.**

5. Standardised symbols are used to show necessary corrections in written work. This does not imply that all errors need to be indicated. *These symbols are not **always** appropriate for Early Years' children and therefore their work should be celebrated through annotations.*

## Marking Symbols

Sp	Spelling error (child self corrects)
3x	Spelling error to be practised 3 times
^	An omission
/	Start a new line
//	Start a new paragraph
?	This does not make sense
DT	Discuss with your teacher
---	Child rules a line through the word if they recognise their own mistake.
CT	Class Teacher assistance
TA	TA assistance
I	Independent work



Stampers may be used to show NS 'Next Steps' that the children should complete at the next opportunity **teachers must check these during the next marking opportunity**

In Maths the following symbols may be used for marking children's work:

✓	Correct
•	Incorrect
*	Check
?	This does not make sense



CT	Class Teacher assistance
TA	TA assistance
I	Independent work

Assessment options annotations for all subjects:

VF	Verbal feedback given by teacher
SA	Self-assessment (traffic light system/happy, straight, sad)
PA	Peer assessment



Stampers may be used to show NS 'Next Steps' that the children should complete at the next opportunity **teachers must check these during the next marking opportunity**

## **Monitoring the policy**

Work will be regularly sampled in staff meetings and in SLT/KS leader meetings each term.