



Marking and Feedback Policy

Reviewed: September 2025

Next review date: September 2026

Rationale

We believe marking and feedback are an integral part of the teaching, learning and assessment process and view it as a positive action in order for children to progress.

Aims

Effective marking and feedback should:

- Celebrate, encourage and highlight the child's effort and progress.
- Provide clear feedback to the child about their strengths and development areas.

Daily ongoing assessment in the classroom ensures that planning for teaching:

- * Is from the child's starting points
- * Identifies gaps through carefully planned tasks
- * Supports given to children to help them access the learning
- * Scaffolds learning so they can achieve the objective
- * Provides extra resources which show modelled examples or concrete materials

Marking guidelines

- In each English and mathematics book over a unit, there should be 25% self-marking, 25% peer marking, 25% skimmed teacher marking and 25% marked in detail.
- Each day for English and mathematics, teachers will mark 6 books that inform the next day's planning. The assessment book will be updated with successes of the class and who requires further support. Stickers will be highlighted in green to show the child's success. During the week, every child's book will be marked.
- Children who need a few more examples to access the learning the next day may access catch up sessions.
- Work completed and marked by a supply teacher or cover teacher will be indicated.
- Books will incorporate clerical marking and feedback marking. *Please see the marking code for clerical marking.* Ticks will be present in books.
- Verbal feedback will be signaled by the marking code and, as a result, something in the child's book will change. Multiple choice answers may be provided as good

practice.

- Teachers will use feedback from the lesson to inform catch-up or the next whole class session.
- Children should expect to have regular quizzes, which they mark later in the day. Opportunities to check their work should be encouraged.

Marking of books

- **English, mathematics and science books will be marked every week.**
- **Guided reading books will be marked weekly. Children will be required to respond to marking at the beginning of the next session.**
- Handwriting pages will be initialed during the session; children will be encouraged to highlight the word or join they need to practice further.
- Phonics and spelling will not be marked but children will be followed up through catch-up or intervention when necessary; this will be indicated in the child's book.
- Topic books will be seen regularly and the sticker initialed. Teachers and children will produce an end of unit celebration sheet to identify strengths and next steps.

Response to Marking

- Most steps will be actioned during the lesson.
- Children will respond to feedback comments at the next opportunity.

Presentation

- Good presentation is expected, both of the child in their work and the adult in their responses. If a child has not produced their best work, they will need to do this again.
- Cursive script is to be used by all.
- Teachers will mark in black pen.

Marking codes

Key word E.g. <i>place value or conjunctions</i>	Verbal feedback on the area of learning given - keyword added to the margin
S	Supported work
Supply or initials	Taught by a supply teacher or cover
O (<i>around the error</i>)	To show an error, e.g. capital letters, number reversals or punctuation
~	Spelling mistake, actual word indicated with options to correct
. (<i>Year 6 only</i>)	To indicate an error on the line