

# Marking and Feedback Policy

## Acre Rigg Infant School

Last reviewed in	September 2025
Next review due	September 2026



Every child Every day Every way Experiencing success

## **MARKING AND FEEDBACK POLICY**

### **Rationale**

To ensure that all children have their work discussed and marked in such a way that feedback will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

### **Aims**

- To ensure children progress, knowing their achievements and what they need to do next.
- To have a consistent approach to marking and feedback across the school.

### **Principles**

Marking of children's work can take different forms and involves both written and verbal feedback.

We endorse the following principles of effective marking and feedback:

- Whenever possible teachers should provide individual, verbal feedback to children.
- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and children that addresses errors and misconceptions at an early stage.
- Marking and feedback should be linked to learning objectives and targets.
- Teachers should look for strengths before identifying improvements when marking work.
- Children should be encouraged to self-evaluate and peer-assess.
- Feedback and marking practices and procedures should be in keeping with the school policy on assessment.
- The outcomes of quality marking should be used to inform teachers' judgements concerning children's progress and to inform teacher records and reports.
- Marking and feedback practices should be manageable.
- The Marking and Feedback Policy will be available to interested parties on request.

### **Monitoring and Evaluation**

A review of samples of work is carried out on a regular basis to monitor the implementation of this policy. The findings are shared with staff.

The performance indicators will be:

- improvement in children's achievement and attainment
- consistency in teachers' marking across phases, and
- participation of children in the process.

## **SEND**

- Children will receive verbal or written feedback in accordance with their ability.
- Children are encouraged to recognise their successes and supported to make improvements.

## **Equal Opportunities**

The marking and feedback policy and procedures encourage the practice of inclusion for all.

## **Governors**

The governor responsible for assessment, marking and feedback will be involved and regularly updated.

Date: September 25

## **MARKING AND FEEDBACK GUIDELINES**

### **Principles and Expectations**

- Teachers should create as many opportunities as possible to give oral feedback to children.
- Children's work should be marked as soon as possible after completion and, if possible, in the presence of the child. Live marking should take place in all lessons.
- Verbal comments should be succinct and accessible to the child.
- For feedback to be effective, time for children to make improvements/responses should be planned for. Where appropriate, teachers should aim to manage this within lessons as well as in follow-up sessions.

### **Dates and Titles**

- All pieces of work should have a date and title.
- Adults should write the date and/or title until the child can do so independently and at a speed which does not impact upon learning time.
- As children's written skills progress, they should move from writing a short numerical date to writing the date in words fully.

### **Types of marking and marking code**

This code will be used for all marking. There are specific marking styles that apply to English and Maths.

V and a tick	We have talked about your learning together.
I	Independent work
G	Guided Group
S	With support
Supply	A supply teacher taught the lesson

A learning objective will be discussed with the children at the beginning of each lesson. Language used should reflect the ages and ability of the children in the class. For example, rather than saying "Our learning objective today is...", talking to the children about "Today we are learning about/learning to".

### **English**

Care should be taken not to over-mark, particularly where spellings and grammar are concerned.

Any decoding required on a piece of writing should be written in pencil above.

All marking should be written in green or orange pen.

## **Maths**

All marking will be marked with a green or orange pen.

Ticks can be used to symbolise correct answers.

An orange dot will be used to represent an incorrect answer. Children will be encouraged to write the correct answer next to the dot.

If the child has made a number of errors, only the first or significant ones are identified in this way. The teacher or teaching assistant should then support the child.

Mistakes should not be rubbed out, but corrected to the side of the dot.

Time should be given to correct errors and discuss misconceptions.

## **Feedback and next steps**

Children will be given verbal next steps in their learning. This will depend on the activity and be appropriate to the individual child.

A challenge will be added to some pieces of work (where appropriate) and time will be given for children to complete this.

Corrections will be highlighted and children will be given time to complete these.

## **Subject specific**

The above principles apply to all subjects.

However, in some, such as music, art and P.E, feedback will be predominantly oral.