

Feedback and Marking Policy



May 2024

To be reviewed May 2026

Approved by TLP Committee

Feedback and Marking Policy

At Foxes Piece we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback.



Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further the children's learning;
- feedback delivered closest to the point of action is most effective, in delivering improvement and learning and, as such, feedback delivered in lessons is more effective than comments provided at a later date;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to the students according to age and ability;
- feedback and marking should be manageable for teachers.

Marking Approach

- The main object of marking is to help children learn. Part of the learning process is identifying and correcting mistakes and looking for the next step.
- Teachers use pink or green pens/highlighters or pens. Green demonstrates a pupil has met part or all of the learning objective. Pink highlighter means that further attention or displays an error.
- Most marking will take place through highlighting and annotations in the margin and written symbols eg. I, 1:1, TS. Written comments will be focussed on extended pieces of written work or extended tasks and be short. In particular, for most children and on most occasions, a wish/the next step/even better if will form the basis of the next lesson and not be recorded in books.
- Marking should primarily relate to the curriculum focus of the learning objective e.g. science marking will relate to science. However, the development of basic numeracy and literacy skills is always a focus and all marking should reflect this.
- Where written marking or annotations are age appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines the use of highlighters and stampers.
- In order to prevent children from being overwhelmed by the number of corrections the teacher marking will use their professional discretion as to how many mistakes they will highlight. This means that, in many cases, not all parts of the work that are incorrect will be shown. Similarly, for some children (eg those with SEN) the marking scheme may be adapted to meet their individual needs.
- Where a word is spelt incorrectly, the word that needs correcting will be highlighted and either the correct spelling indicated or the action the child needs to take (e.g. look the word up in a dictionary) indicated. Spelling corrections will usually be limited in number (4-5 in a long write) and will be focussed on high frequency/common exception/statutory words that should be known. Other spelling mistakes may be indicated by writing the correct spelling in the margin or near the word.
- Children should re-write work that needs correcting at the end of the work rather than correct on top of existing work.
- Children in KS2 will be given opportunities to 'purple polish' their work and address the marking notes, spelling corrections and improve their work.
- Support staff support do not add verbal comments to marking.

Marking symbols

	Annotation	Meaning
Whole School	Learning objective highlighted green/ pink	Learning objective achieved/not achieved Where the learning objective is achieved in part this will be written by the objective
	 Highlighter or green pen	Work that demonstrates a pupil has met part or all of the learning objective, demonstrated a particular skill or deserves celebration.
	 Highlighter or pink pen	Work that needs further attention or displays an error or misconception (e.g. poor word choice, error in a calculation, spelling error)
	TA/ AA	TA support or Adult Assisted
	GGW	Guided Group Work
	VF	Verbal Feedback
	CL	Capital letter
	•/ FS	Full stop
	//	New paragraph
	Sp	Spelling incorrect
	^	Missing word or words
	<ul style="list-style-type: none"> * We discussed this together * Independent Work * Assisted Work * Guided Group 	School Stampers