



Marking and Feedback Policy

Reception – Year 1

Our Shared Vision

Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships

Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: Full Governing Body	Date: 16.10.2025
Signature (Chair of Governors):	Signature (Headteacher):

Last reviewed on: October 2025	Next review date: October 2026
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Rationale:

We believe that marking and feedback should be manageable. Verbal feedback to pupils can be just as valid as written feedback and there is no need for teachers to give evidence of verbal feedback.

We do not require teachers to provide detailed written feedback when they are reviewing pupils' work or acknowledging their efforts.

Evidence collected through book scrutiny exercises, are not used to form judgements about the effectiveness of teachers' practice.

The marking and feedback policy aims to establish a reflective and interactive dialogue between the child, teacher and other adults. It must enable the child to contribute to the learning experience by helping them to make judgements about their own learning successes and needs, and reflect on the overall outcome of the work.

While we implement whole-school policies and systems for marking and feedback, we acknowledge that practice will need to vary according to the age and needs of pupils as well as by subject or area of learning.

Documents considered when compiling this Marking and Feedback Policy:

OFSTED latest guidance

Reducing teacher workload: Marking Policy Review Group report (March 2016) Marking Guidance

NEU Marking Policy Checklist

NASUWT Marking Guidance

Purpose of Marking:

ensures that teachers and parents understand where children are with their learning and what they need to do to improve further;

informs interventions to make sure that the child's progress is on track

supports children's evaluation of their own learning.

General Guidance:

All teaching staff will mark in a **green gel rollerball pen** (supplied by the school).

Where work has been rushed, inappropriately presented or shows minimum effort, children will be asked to improve or re-do it.

Teachers should have **high expectations** and expect children to have high expectations of themselves too.

Class **worksheets** should regularly be checked and feedback given when appropriate.

When a **pupil is absent** or has missed a writing task, it should be indicated in the writing book and dated.

e.g. **Abs** 14/02/25

Tick correct answers. The ticks must be neat and not too large. If an answer is incorrect, please leave it unmarked. You do not need to put a cross next to any error.

Teachers may choose to make **comments** in children's books and on worksheets, but this should always be positive and constructive.

If a comment is made, it should be neat, legible, grammatically accurate and punctuated correctly, and reflect the school's handwriting policy.

Success Criteria: these should be used for every new genre of writing and displayed clearly on the 'working wall' or visualiser.

Marking writing: writing in books, which is in the form of individual sentence/word answers, tables, labelled diagrams, planning etc. does not need detailed marking. It does, however, need to be checked.

Whole school **editing** guidance should be followed to ensure that children are reflecting on their writing and working towards improving what they have written.

Marking stickers used in writing books:

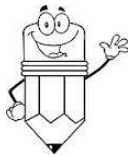
These will be used in longer pieces of writing.

The target stickers should be based on the work the child has just completed, and placed in the top left corner of the next page of his/her writing book and referred to when completing the next piece of work.

Teachers should use their professional knowledge of each child to inform the feedback they provide.

If the learning objective has been achieved, this should be indicated by a tick next to the sticker.

Where a large number of children need the same feedback, the teacher may choose to build this aspect of writing into the start of the next lesson, using a child's piece of work to evaluate with the class.

Stickers:	Additional Guidance:
a b c d e f g h i j k l m n o p q r s t u v w x y z	Indicate the letter/s you wish the child to focus on by circling them on the sticker.
	Give some additional guidance to explain what did not make sense. It could be a next step for children to rewrite the sentence so that it makes sense.
	Explain briefly what the child needs to do to make their handwriting neater. E.g. Smaller writing.
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	Indicate the letter/s you wish the child to focus on by circling them on the sticker.

* A complete set of stickers are attached below.

Handwriting Practice:

Identify a letter/s you wish the child to work on and write it below the work for them to practise.

e.g. X3 ak _____

Spelling Practice:

Identify a common spelling error you wish the child to practise and write it below the work.

e.g. X3 this _____

Contextual Information:

In addition to feedback, a simple code will be used to evidence the context that the work was produced in if the teacher gave individual feedback.

S- supported. This indicates that the work was supported.

Supporting Children's Understanding of Feedback:

Posters should be displayed to guide the use and understanding of sticker symbols that children will see in their feedback from teachers. These posters could be stuck inside the front cover of a child's book, laminated on the desks or displayed on classroom boards.

All feedback stickers and techniques need to be directly taught and modelled to all children to ensure they have a full understanding of them.

Time to Respond to Feedback/Marking:

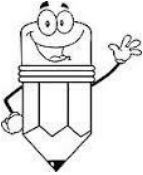
Where individual children have been asked to make a response to feedback ie practising letter formation, HFWs etc, they should be provided with an opportunity to do so at the start of the next writing activity.

Effort Stickers/Stars:

As teachers do not need to write written comments to encourage children and praise good work, effort stars need to be used for every longer piece of writing and every maths task. They may also be used for other written work and on worksheets.

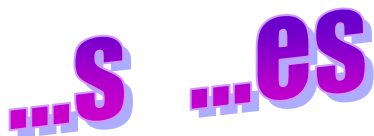
	Gold star – I have done a fantastic job today!
	Silver star – I have done a good job today!
	Bronze star – My work has improved!

Targets for Writing

	Leave space between words.
	Use full stops correctly.
a b c d e f g h i j k l m n o p q r s t u v w x y z	Write my letters correctly.
	Use the lines to help me write neatly.
	Use question marks at the end of question sentences.
	Use exclamation marks at the end of exclamation sentences.
	Check that my work makes sense.
	Make my writing neat and tidy.
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	Use capital letters correctly.
and 	Use 'and' when joining two sentences.

she he they this said all	Spell tricky words correctly.
	Use sounds to help me spell words that I do not know.
	I can use capital letters for the pronoun 'I'
0 1 2 3 4 5 6 7 8 9	I can write the numbers 0-9 correctly.

Some extended targets for HA children:

but so because 	I can use 'but', 'so' and 'because' when joining two sentences.
	I can use capital letters for names of people, places and days of the week.
	I can use un... at the start of some words.
	I can use ...ing, ...ed, ...est and ...er at the end of some words.
	I can use simple plurals such as ...s, ...es.