Marking and Feedback Policy
Year 1 - 6

Our Shared Vision



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: Governors (FGB)	**Date:** 26th March 2026
Signature (Chair of Committee):	**Signature (Headteacher):**

Last reviewed on: March 2026	**Next review date:** March 2027

This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 3 Best Interests of the Child

The best interests of the child must be a top priority in all decisions and actions that affect the child.

Article 12 Respect for the views of the child

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

We believe that marking and feedback should be manageable. Verbal feedback to children 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 children's work or acknowledging their efforts.

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 children as well as by subject or area of learning

Documents considered when compiling our 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 and Feedback:

- ensures that teachers understand where children are with their learning and what they need to do to improve further;
- addresses misconceptions and informs planning and teaching;
- supports children's evaluation of their own learning;
- encourages children and makes them feel valued/providing validation for their efforts.

General Guidance:

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

Year 3 – 6 children will do corrections and editing in a purple biro pen.

Year 1 and 2 children will do corrections in pencil.

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

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

Foundation lesson worksheets should regularly be checked and feedback given when appropriate.

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.

Peer or self-marking can be used; however, the majority of marking should be carried out by the teacher.

Children must be taught how to mark, including the appropriate size of the tick. The teacher should check peer or self-marking to ensure it has been completed accurately.

Teachers may choose to make comments in children's books and on worksheets, to encourage children and make them feel valued. 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.

Teaching staff can also use a drawn smiley face, use a sticker or a stamp to provide children with validation of their effort.

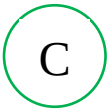
Marking and Feedback in Maths

Teachers should review the work produced each day.

If the work is all correct, indicate that it has been reviewed with at least a tick on the page.

If there are errors, one to two corrections must be identified using the symbol below.

Teachers should ensure that this has been completed/corrected before they start the next lesson.



Marking and Feedback in 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 and ticked.

In longer pieces of writing, marking/feedback should never attempt to identify too many mistakes or point out too many areas for improvement.

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

For some children more scaffolding will be needed to support the editing process.

It should be selective and focus on 1 or 2 key elements (symbols), which will help the child to make progress.

Spelling: identify one or two spelling errors (if any) and focus firstly on the high frequency/common words. Where a teacher has identified a spelling error, the child must re-write the word correctly three times to practise the correct spelling. Self-correction should be encouraged where appropriate and seek a balance between correct spelling and fluent writing.

In year 1 and 2 children will be shown where errors have been made and they will correct them. Adults will also verbally discuss these with selected children within the lesson.

In year 3 – 6 marking symbols will be placed in the margin of the same line, so that children will have to look and find for themselves where the correction should be made.
For selected children, the symbol will be inserted at the point of error.

In year 6, teachers will provide less written guidance from the spring term. The children will be expected to do more personal editing. Verbal feedback can still be given.

All symbols should be corrected and could be ticked by the child to show when they are done.

Teachers will ensure that children are aware of the marking symbols and what they represent. This could be displayed in the classroom or stuck into the book.

See Marking Symbol sheet – Appendix A

Success Criteria: these should be used for every new genre of writing and stuck neatly into books. If self or peer evaluation tick boxes are included, ensure that they are ticked by the child and/or the teacher before moving on to the next unit.

When a pupil is absent or has missed part of a longer writing task, it should be indicated in the writing book and dated.
e.g. **Abs** 14/02/25

Writing Marking Symbols

MARKING SYMBOLS	
Pens	
	I respond to marking and corrections in a purple pen.
Punctuation	
	I have missed out, or have put in wrongly, something like… *a full stop *a capital letter *a comma *an apostrophe *inverted commas *an exclamation mark *a question mark
Words and sentences	
	I need to put in a letter/word/s that I have missed out.
	I need to change what I have written because it does not make sense. (year 2-6 only)
Spelling	
 - below word sp. - in margin OR X3 - below writing	I need to correct the spelling mistake I have made. I need to practise it three times below my work or in the margin.