

Marking & Feedback Policy



Approved by: Full Governors

Date: July 2026

Last reviewed on: July 2025

Next review due by: July 2027

Change Log:

Date	By Who	Comment
Marking Policy - Staff policy accepted 14/11/05; reviewed March 2015, reviewed March 2018, reviewed July 2018, July 2019, July 2020, July 2022, July 2023, Academic year 2023-24		
July 2024	S.Baker	In line with a complete review of the marking and feedback policy during the academic year 2023-24 an updated version has been agreed by staff July 2024.
July 2025	S. Baker	Removed sentence regarding trialling marking in 2023-24 Addition of phase specific information for reception – introduction of reading back and editing writing
July 2026	S. Baker	Updated subject specific marking in non-core subjects

Marking policy.

The aim of our policy is for the pupils to understand what is good about their work and how they can improve. We have utilised the expertise from professionals within the field of assessment by attending CPD provided by Shirley Clarke and utilising resources from the EEF. In addition, class teachers have spent time collaborating research and ideas to trial in class in order to identify those strategies that have the greatest impact for children. These trials and research have shaped this current marking policy.

Marking in all subjects should reflect both the task set and individual targets. **In all lessons**, the aim will be shared with the children on a group or whole-class basis and work marked against these aims.

Pupils may be encouraged to mark their own and each other's work to develop their analytical skills and set/evaluate targets for progress.

Targets for work may be displayed, where appropriate, within the classroom and may be subject-specific or more general, e.g. relating to presentation. Children will also have specific, individual targets for English, and Maths as part of the units of work they are working on.

All work, in every subject, will be marked:

TU (Target unsatisfactory)
Pink Highlighter



You can do much better than this/you have not understood today's work.

TS (Target satisfactory)
Yellow Highlighter



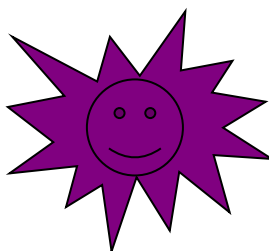
You have some understanding, but haven't shown that you have fully met the success criteria.

TG (Target good)
Green Highlighter



You have put effort into this work and have achieved the success criteria.

TE (Target excellent)
Purple Highlighter



You have put a lot of effort into this work and have exceeded the success criteria.

This will take into account children's attainment/progress in the light of their known ability and challenge children to work to their potential. This code will often be accompanied by comments explaining where the pupil has achieved well/needs to target in the future.

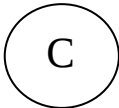
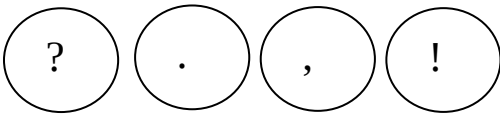
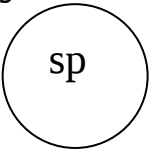
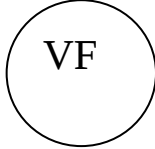
All subjects will be marked for content. Subject specific words e.g. Pharaoh in Egyptians, will be corrected and common exception words. Other achievements will be rewarded with Team points/merit stickers.

Marking will be used to inform planning and set targets which should be shared with the children. The use of highlighters will allow for easy instant recognition by all children, regardless of their stage of development, of the progress made towards their target. Staff may also use the highlighters to identify particularly good examples within a piece of work i.e the green highlighter will be used for a small section.

Corrections should be made to the misspelling of any key words or technical vocabulary and where children copy a learning objective then this should be spelt correctly.

In addition:

English work will be marked with:

What the children have done well – ensure these link to the specific skills taught during the lesson	Green Highlighter	Staff to use these colours to indicate to children within their piece of writing. Comment against the success criteria. There is a system of 'live marking' whilst the children are working to enable children to deal with misconceptions straight away. Children edit their work with a purple pen.
Areas of development/ growth	*Pink Highlighter dot in the margin	
Letter Formation	Yellow Highlighter	
Punctuation	Blue Highlighter	
Symbols key to include in feedback		
Capital letters 	Finger Spaces 	 Example – missing punctuation, draw the punctuation and circle.
Spelling errors 	Verbal Feedback 	*In Key stage 1 and Lower Key Stage 2 support will be given to identify the errors. In Year 5 and 6 teachers will transition to dotting in the margin and the child correcting the error in purple pen.

EYFS: Children will develop emergent writing with an ability to CVC blend being the criteria for giving formal spelling of Common Exception Words using the Little Wandle phonics scheme. Free writing will be marked according to the child's stage in emergent writing. Encouragement and the development of confidence will be seen as fundamental to early stages of writing.

Y1: When Common Exception Words are being learnt these will be corrected in the child's writing. The child will be encouraged to find these in spelling books and word banks. A "have a go" policy will be encouraged in free writing.

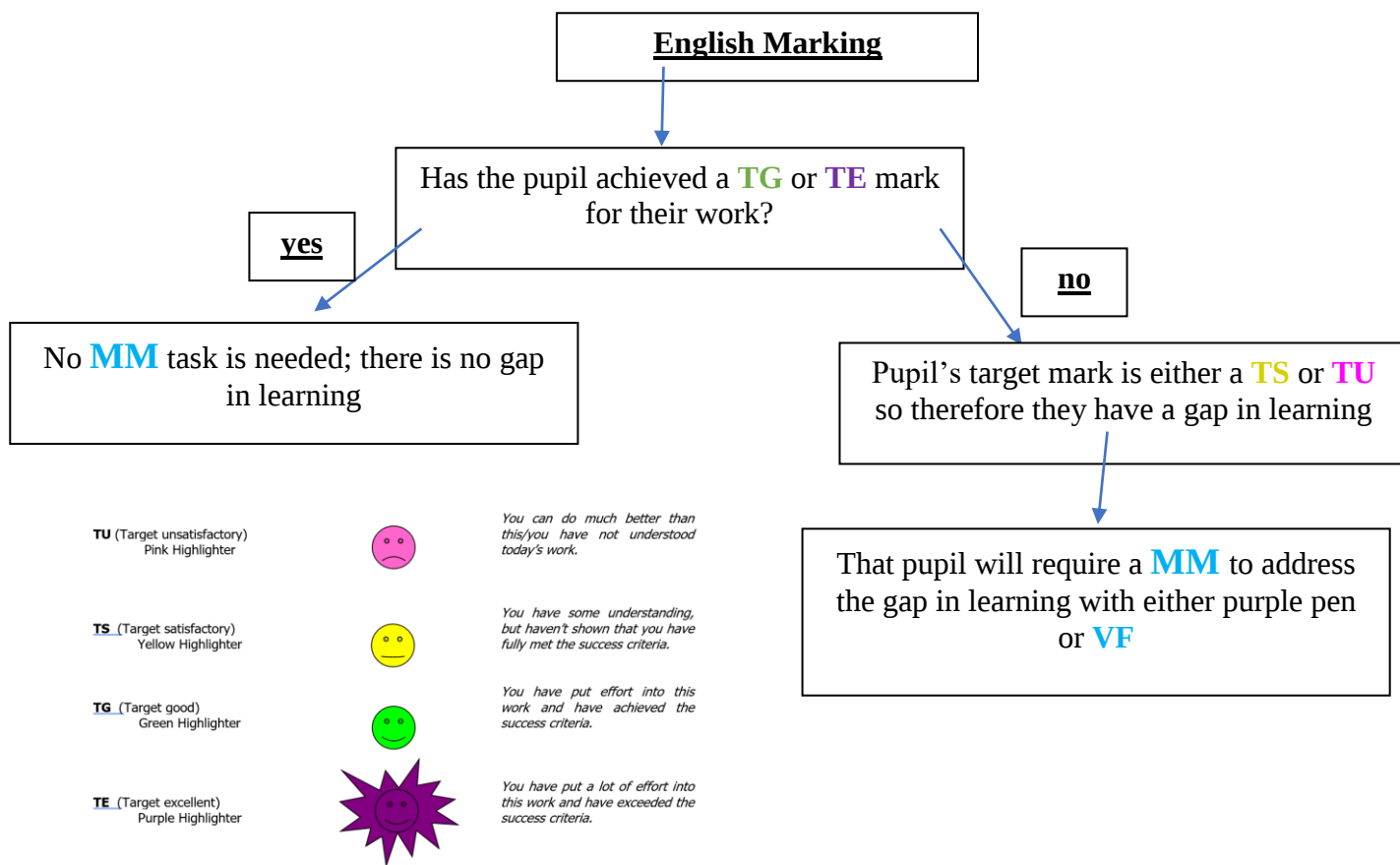
Y2: When Common Exception Words are being learnt these will be corrected in the child's writing. The child will be encouraged to find these in spelling books and word banks. A "have a go" policy will be encouraged in free writing.

Across EYFS and KS1 once the tricky words have been learnt as part of the phonics scheme then we should use the marking policy to address mis-spelt words.

If a pupil has achieved either a **TG** or **TE** mark for their work, then they have achieved the aim and the success criteria for that lesson then no further action is required.

If a pupil has achieved either a **TS** or **TU** mark for their work, then they have not successfully achieved the aim and the success criteria for that lesson and will require a **MM** and either corrections in purple pen or **VF** and the teacher will follow up to support the child to improve the work.

Staff will need to ensure that they are monitoring marking and identifying pupils who are consistently receiving a **TS** or **TU** and ensuring that lessons are adapted to suit the needs of the pupils. Staff will need to ensure that aims and outcomes are accessible for pupils to achieve.



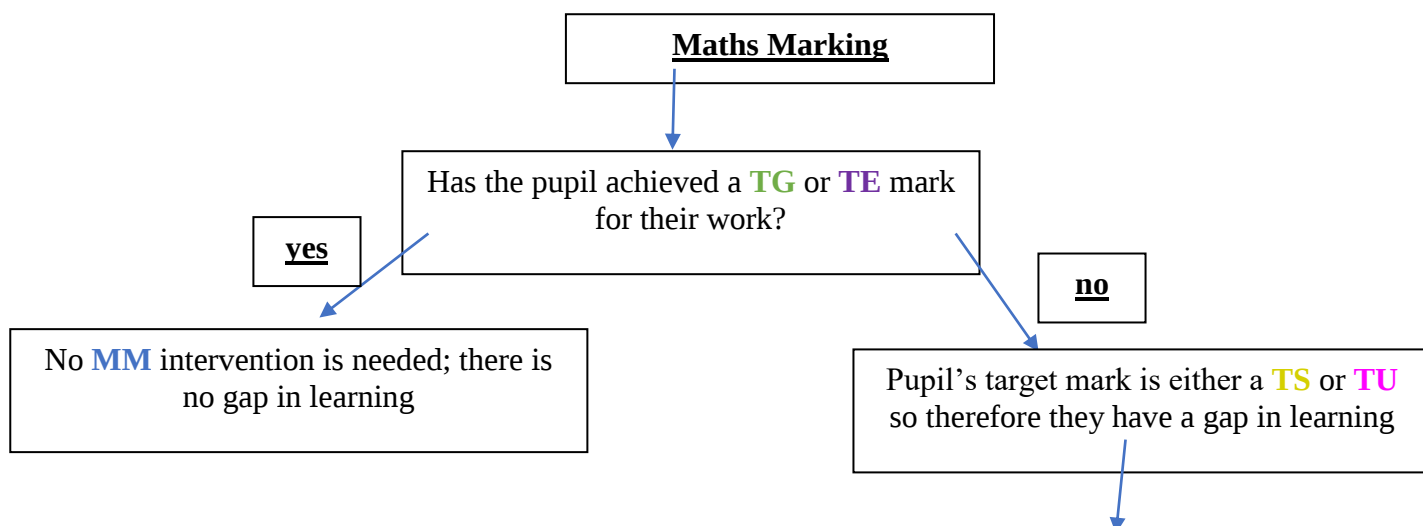
Maths

As Maths is a Mastery for All approach, staff have recognised that if pupils have achieved either a **TG** and **TE** mark for their work, there is no gap in learning and therefore do not require a further action as there is no 'gap' to be closed.

Those pupils who have achieved either a **TS** and **TU**, there is a gap in learning and will require a Marvellous Mistakes intervention to address the gaps in learning.

Marvellous Mistakes will be indicated as **MM** and intervention is to be completed during or after the lesson, where possible or before the next Maths lesson.

Staff will need to ensure that they are monitoring marking and identifying pupils who are consistently receiving a **TS** or **TU** and ensuring that lessons are adapted to suit the needs of the pupils. Staff will need to ensure that aims and outcomes are accessible for pupils to achieve.



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Pink Highlighter



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That pupil will require a **MM** intervention to address the gap in learning

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Journaling books are not marked, however they are stamped by the teacher to acknowledge they have been seen and any misconceptions addressed. Cold and warm tasks may then be offered as a 'step in' to the maths learning as deemed appropriate by the class teacher. In Reception & Year 1 during journaling activities work will be marked and 'MM' is given should a child require additional intervention.

Teachers in Key Stage One, when marking, will tick correct answers in green highlighter and underline wrong answers with a pink highlighter. Teachers will still offer verbal support and advice during the marking process and where appropriate the children will receive a 'MM' symbol in their books if adult intervention is needed. This indicates 'Marvellous Mistake' work is required. A 'Marvellous Mistake' is where an adult has identified an error and has provided either instant intervention or intervention before the next session. This is usually picked up before the next lesson and usually by an LSP.

Additional comments will be made **only** where appropriate.

In order to demonstrate the level of support the child has received during the Maths session the following codes will be indicated in their books.

T	Teacher Supported
LSP initials	LSP support (include MITA codes)
F	Worked with a friend
MM (in blue)	Marvellous Mistake

Non-Core Subjects

For all non-core subjects, with the exception of art and design and design technology, teachers will target mark children's work against the learning objective. Each half term the children will complete a peer or self-assessment in their books. PSHE work will be reviewed by the teacher, but will not be marked as right or wrong because much of the work in PSHE is around personal opinion and experience.

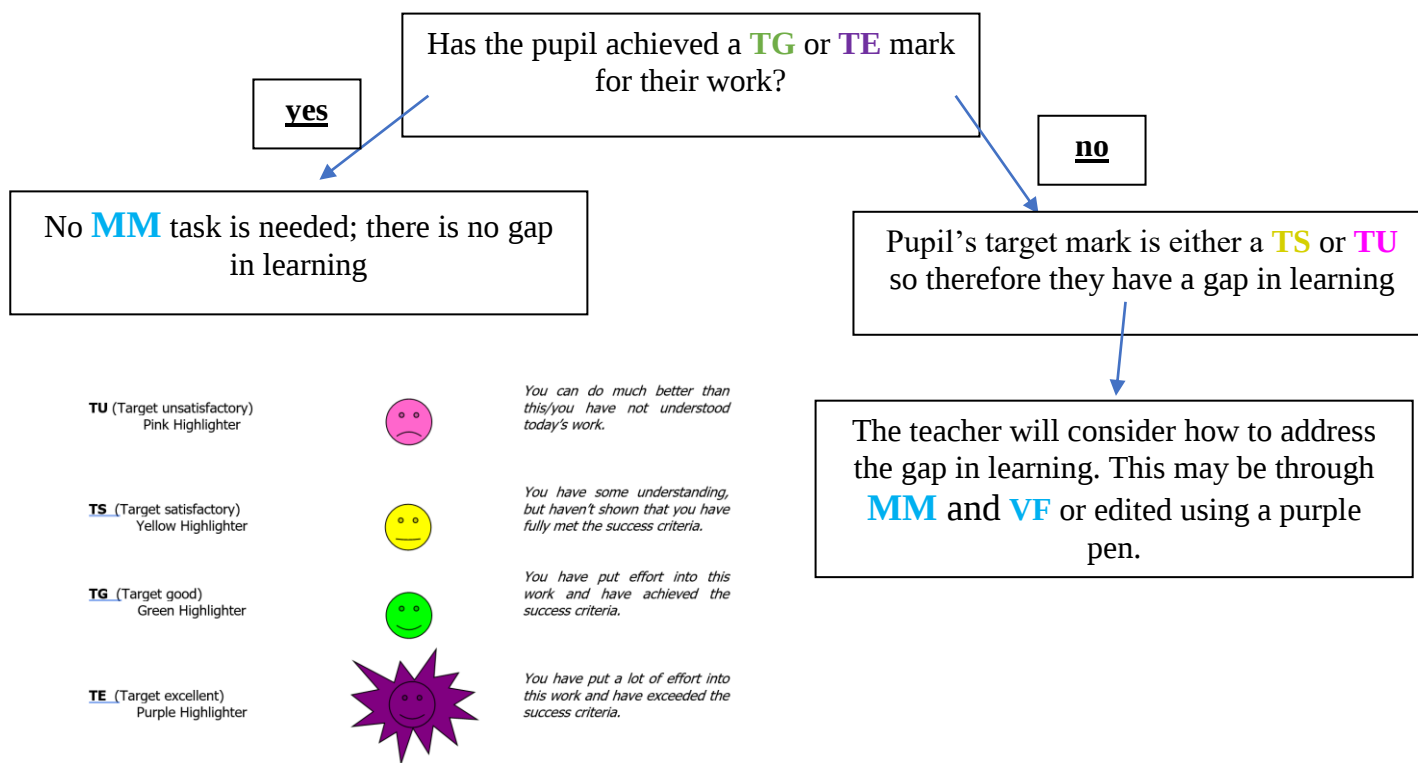
If a pupil has achieved either a **TG** or **TE** mark for their work, then they have achieved the aim and the success criteria for that lesson and therefore, it is assumed, no further action is needed.

If a pupil has achieved either a **TS** or **TU** mark for their work, then they have not successfully achieved the aim and the success criteria for that lesson and the teacher will need to consider the feedback given. This means the child will require a **MM** to ensure any misconceptions are addressed before the next lesson. Corrections should be made in purple pen or **VF** should be written to show it has been discussed.

Staff will need to ensure that they are monitoring marking and identifying pupils who are consistently receiving a **TS** or **TU** and ensuring that lessons are adapted to suit the needs of the pupils. Staff will need to ensure that aims and outcomes are accessible for pupils to achieve.

Non- Core Marking





Computing – the teacher will complete the unit overview weekly in order to inform judgements for the half-termly assessment. It will be assumed that all children have met the learning outcome unless they are identified as TE/TS/TU.

P.E – the teacher will use the rubric for the unit to inform judgements for the half termly assessment. It will be assumed that all children have met the learning outcome unless they are identified as TE/TS/TU.

R.E – where a lesson has no written outcome the teacher will complete the unit overview weekly in order to inform judgements for the half-termly assessment. It will be assumed that all children have met the learning outcome unless they are identified as TE/TS/TU.

Music – teacher's will video the beginning, middle and end of a unit of work as evidence of progress. Teacher's will use a rubric to help make judgements and inform assessments.

Phase specific information

Foundation Stage.

Children are introduced to the smiley faces and develop a broad understanding of what each one means in simple terms. Chance to reflect, often 1:1, in group and individual discussions will be built in so that children start the process of identifying what is good about work and how it could be improved. Formal aims and success criteria will not be used however adult directed language with phrases such as 'This is what I am looking for'....'to make Miss X happy today I want to see'. This forms the basis of early aims and success criteria. Use of self and peer assessment with 'smiles' will also support this process. Children are introduced to the concept of reading back and editing their work at an age appropriate level.

Key Stage 1

Year 1

During the first half term more formal aims and success criteria will be introduced. Much of the early work will still be oral with the children and an adult facilitator. Children will be introduced to **MM** marking in English and Maths. During Autumn 2, children will have the opportunity to record their peer and self-assessment on stickers by indicating the smiley face that matches the work. This will be extended to comments for the more able and for all children in Summer 2, in preparation for Year 2. Use of highlighters

to show good work starts here so that children can see clearly which parts of their work are good and which small areas could be improved.

Year 2

The use of highlighters to show good work is continued in Year 2 and children are encouraged to reflect on what they have done well and what they need to do to improve. The children complete Self/Peer assessment in all subjects (excluding art and design and design technology). Writing PA/SA to show marking. Children will have the opportunity to correct their work and make improvements using a purple pen.

Key Stage 2

- Words / phrases / sentences will be highlighted in green (good) or pink (action/attention needed). (UKS2 SP/blue/pink dots will be introduced in the margin and children will find the errors on the line and correct it using a purple pen).
- Language used in written comments will be appropriate to the individual child's level of understanding.
- Peer-assessment and self-assessment opportunities will be provided where children can assess their own and others' work against agreed success criteria. Peer or self-assessment will be once a half term in non-core. Once a week in maths, there will be 1 self-assess or 1 partner assessment per week. In English the Shirley Clarke 'Triad Marking' strategy will be developed and used in weeks 1 and 2 of the English unit. Children will also have the opportunity to self assess their work against the success criteria weekly.
- Purple pens are used by the children to make corrections and/or improvements, giving the children the opportunity to take ownership over their own progress.
- During independent writing the marking is to support the teacher's assessment of the child's work. Independent write will not be target marked. The use of highlighters will inform the teacher about the child's understanding of English objectives. A teacher comment is not required.
- In Year 6, due to moderation, staff may indicate with the use of a pink highlighter there is an issue that needs to be addressed and the children will edit their work accordingly. Staff may give general guidance through comments. In independent write books the pink highlighter will not be used after Christmas. The children will be expected to independently edit their work.

LSP Marking

LSP's mark the work of the children that they have supported in class. Alongside the marking policy, they use the MITA codes to demonstrate how much support the children have received in each session. All of the LSP's are trained in the different methods of supporting and scaffolding learning and this is communicated with the class teacher through the LSP's writing the MITA code on the children's work.



Self-scaffolding: pupil planning, problem solving and reviewing

Prompting: wait time (10 secs); verbal ('What's your plan?' 'What do you think you should do?'); gesture to a useful resource

Clueing: statement ('It's a grey mammal') or a question ('What goes on the top right-hand side of your page?')

Modelling: demonstrate ('I am...'), then they have a go

Correcting: avoid giving answers or telling them what to do next