



Glenfield Infant School

Feedback and Marking Policy

Date Policy Written/Reviewed:	November 2024 Reviewed- February 2026
Reviewed by:	All staff
Review Frequency:	Annually
Next Review:	February 2027
Summary of Changes:	Increased focus on practising spelling and formation Adaption of marking codes for clarity ELS marking codes added to policy for consistency
Approved by: Clare Clifford	
Position: Headteacher	Date: 14 th February 2026

Glenfield Infant School – Marking and Feedback Policy

Rationale

At Glenfield Infant School we are committed to valuing and nurturing each child as an individual who will achieve their best and develop an enthusiasm for lifelong learning. We aim to develop a learning culture where pupils are eager to know how to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. Responding to pupils' work through constructive comments, acknowledges progress and achievement, promotes positive attitudes and raises standards. Marking should be meaningful but manageable.

Aims

The aim of our feedback policy is to:

- Recognise that high quality feedback can be verbal or written
- Recognise that feedback is an essential part of planning and assessing teaching and learning
- Ensure the purpose of feedback is to assist learning and move it forward
- Recognise achievement, presentation and effort
- Promote high standards and positive attitudes to learning promoting all of our learning behaviours
- Encourage pupils to understand how to improve their own learning
- Provide pupils with opportunities to assess their own learning and that of others
- Allow pupils to reflect on their past performances and to set new targets together with the teacher thus taking ownership of their learning
- Identify errors and clear up misunderstandings
- Teach children to recognise what they do well
- Foster a culture whereby it is okay to make mistakes but good to learn from them
- Ensure a consistent approach to marking throughout the whole school
- Ensure feedback and marking is regular and frequent

Feedback Procedure:

At Glenfield Infant School we believe feedback should:

- Be given at different points throughout a lesson/session to move learning on at that point of learning
- Acknowledge each piece of written work through marking
- Be verbal where learning is practical
- Be undertaken as quickly as practicable, where possible with the child
- Involve other adults within the classroom as appropriate
- Be selective and relate to specific learning objectives and targets known to the child in advance
- Be constructive on how to improve so that the child is clear on what they need to do to improve further
- Support the child's learning by not overwhelming or demoralizing them with too many corrections. For this reason, not all spelling, punctuation and grammatical errors are marked in every piece of writing, but they will be noted as a future teaching point. Teachers should use their professional judgement when deciding how many corrections to mark
- Include a brief constructive comment where appropriate. This comment should be specific to the learning objective and content of the work. General comments such as "good" are to be avoided unless qualified with a further comment as to why
- **Marking should be completed in green pen by an adult.** Adults will use a pink biro pen to indicate where a child is being asked to correct or respond to marking. Children are expected to self-edit in purple.
- Show evidence of some self-assessment by pupils using the school's agreed system (see appendix 1)
- Be consistent across the school and use agreed codes (see appendix 1)
- Take account of individual ability and effort.
- Be in keeping with the ways in which the school recognises and celebrates children's achievements

Non-negotiables

- All work should be ticked – this denotes the work has been seen by a teacher
- Work may be annotated by a TA
- Work is marked as quickly as possible, before the next lesson
- Marking includes verbal and written feedback
- All work will be dated; Teachers / TA's will date work in Foundation Stage
Year 1 and 2- Will write the short date for Maths and non-core / long date in English
- The learning objective will be recorded on the work, using the agreed format, by being stuck in.
- Marking will be initialed if it is not the class teacher
- Marking can sometimes be done in the classroom with the child or a group - this will be reflected by a marking code / initial
- Purple pens should be used for self-editing completed by the child and pink pens will be used by the adult to indicate where the child is asked to specifically edit by the teacher
- Marking comments should be written following the correct handwriting and where applicable on the lines.
- A target should be included following independent work to ensure that generic mistakes are picked up and acted upon. **This should include the spelling of key words, addressing letter formation or number formation.**
- These non-negotiables are adhered to for all curriculum feedback and marking.

Appendix 1

Feedback Guidelines:

VF	At the point the feedback was given	Specific verbal feedback prompt given at the point of learning
Spelling	Corrected by adult	Child gets a chance to practice underneath three times. This will be denoted by a squiggly line under to highlight the incorrect spelling.
CL	Corrected capital letters by adult or underlined for child to correct	
FS	Corrected full stops by adult or underlined for child to correct	
✓	By the learning objective	Learning objective achieved
Circled on the Learning Objective format		
G	Guided work – Child has worked with/alongside teacher or adult and has received a high level of support or guidance	
S	Supported work –level of scaffolding accessed	
I	Work that has been independently completed with resources accessed independently where needed	

ELS

✓	Reading heard by a teacher	Where an adult has heard a child read, the tick denotes the point to where the child was heard in the passage
Ph	Phonic blending needed	Where a child has had to segment and blend a word rather than reading it with fluency when heard read or rehearsing for fluency



Appendix 2

Learning Objective agreed formats:

Maths

LO: I am learning to add 3 numbers	I S G
Focus: Using the ‘make 10’ method to be efficient.	

English

LO: To use a full stop correctly.	I S G
Focus: Traction man	

Non-core

Science (Y1 Aut 1)

Lesson 4	I S G
LO: I can recognise that daylight hours change across the four seasons.	
LO Working scientifically: I can record data in a pictogram.	
 There are four seasons (winter, spring, summer and autumn). Some seasons have more or fewer daylight hours than others.	

Art (Y1 Aut 1)

Lesson 5	I S G
LO: I can use control and pressure skills to add colour to a drawing.	
 Changing the pressure (how hard I press) can make a colour lighter or darker.	