



Marking and Feedback Policy

Together We Succeed

Rationale

At Shelley First School, we believe that effective marking and feedback are integral to high-quality teaching and learning. Feedback should help pupils to make progress, build resilience, and develop independence. It should be purposeful, manageable, and consistent across the school. There is little point to providing feedback or marking work if it is not understood and acted on by the children and is not developmental: feedback is for children NOT school leaders, parents or external parties.

Aims

This policy aims to ensure that marking and feedback:

- Supports pupils in understanding what they have achieved and how to improve.
- Promotes pupil motivation, self-reflection, and independence.
- Provides teachers with insights into pupil progress and informs planning.
- Is consistent, clear, and manageable for staff, reducing unnecessary workload.
- Encourages a positive dialogue between teacher and pupil.

Principles of Effective Feedback

Feedback should be:

- Timely – given as close to the learning as possible.
- Clear and specific – focusing on learning objectives and success criteria.
- Balanced – highlighting strengths and identifying next steps.
- Actionable – enabling pupils to respond, edit, and improve their work.
- Age-appropriate – using language, symbols, and methods pupils understand.

- Proportionate – not all work requires detailed marking; verbal feedback is often the most effective.
- Be manageable for staff.
- Be developed within a positive classroom climate based on trust and high expectations and be part of a quality dialogue and quality questioning.

Methods of Feedback

Teachers may use a variety of strategies depending on the subject, age, and task. These include:

Verbal Feedback

- The most frequent and effective form of feedback.
- Can be given to individuals, groups, or the whole class.
-  may be noted in books if appropriate.

Written Feedback

- Used selectively where it will have the greatest impact.
- Focused on key objectives rather than every error.
- Should celebrate success and provide a clear improvement prompt.
- Symbols or codes may be used consistently across the school (e.g., ^ = missing word, sp = spelling error). See Marking Symbols below.
- Teachers will use green pen

Peer and Self-Assessment

- Pupils are encouraged to evaluate their own and others' work against success criteria.
- Used to build independence, responsibility, and critical thinking.
- Pupils will use purple pen for editing and self-assessment/self-marking

Whole-Class Feedback

- Summative notes taken after reviewing books can inform the next lesson.
- Strengths, common misconceptions, and next steps are shared with the class.
- This may be in the form of verbal or written modelling where appropriate.

Expectations for Marking

- All pupils should receive feedback on their work where it is developmental and allows children to grow in their learning or skills, but not every piece will be marked in detail. Not all feedback will be in books.
- Core subjects (English and Maths) should show evidence of regular feedback linked to learning objectives. In Maths there will be evidence of pupils self-marking. This is reviewed by the teacher.

- Foundation subjects may use more verbal and whole-class feedback, supported by brief written notes where appropriate, or written by the teacher to prompt verbal sharing.
- Where written comments are used, pupils should be given time to respond ("response time" or "purple pen time").
- Handwriting, presentation, and effort should be acknowledged and encouraged and may be through the use of stamps or stickers.

Roles and Responsibilities

- Teachers: Apply this policy consistently, ensuring feedback supports progress.
- Pupils: Engage with feedback, act on advice, and take responsibility for improvements.
- Subject Leaders: Monitor marking and feedback within their subject.
- Senior Leaders: Ensure consistency across the school, provide training, and review effectiveness.

Monitoring and Review of Impact

- Regular book looks, learning walks, and pupil voice will be used to evaluate the impact of marking and feedback.
- Pupil voice will indicate to what extent verbal feedback is being given and indicate how useful pupils see this as supporting and improving attainment levels. Pupils will be able to explain what comments mean in their work and how they have used them to improve.
- Learning walks and book looks will allow leaders and adults to compare consistency and quality and direct change and improvement if needed. This is undertaken at least termly and informally, more regularly.
- Pupil progress meetings will incorporate book discussion and where further support is needed for individuals or groups of individuals, specific references to how marking and feedback can support, will be given to adults.
- Quality marking and feedback in books and given verbally, will correlate with strong attainment standards above the national average.
- The policy will be reviewed annually in consultation with staff and pupils.

Equality and Inclusion

Feedback will be adapted to meet the needs of all learners, including those with SEND and EAL, ensuring accessibility and fairness. In some books for children with SEND, 's' will be used to denote support has been given. Adults may additionally write down key support given so levels of independence are clear, or write feedback for children who may struggle with recall, to re-visit. High expectations for all children's outcomes will be maintained but for some children with SEND, feedback may focus on more specific areas relating to need, so as to support their cognitive load and direct attention. Additionally, adults may give feedback to some children individually, rather than by whole class means, where this will optimise their

understanding of it and support direct action. This will vary from instance to instance and by individuals.

Related School Policies

This policy should be read in conjunction with the Marking and Feedback policy, SEND Policy, Safeguarding Policy for Schools and the Anti-Bullying Policy, all of which can be found on the school website.



Marking Symbols

	Verbal feedback has been given individually by the teacher, or given as part of group feedback. Pupils may mark Ⓥ when asked if feedback has been given to the whole class. There will be occasions when Ⓥ is not recorded because the teacher has given feedback to the whole class, or when books have not been part of the feedback.
	Support has been given in order to meet the Learning Objective. For children with SEND or vulnerable children, this may be accompanied by written detail of this support
.	The answer is incorrect. Please try again.
	Indicates that the child has met the Learning Objective, or that the answer(s) is correct. Not every piece of work will contain a tick as teachers are not required to make a mark on every piece, as part of our policy. Teachers will have seen all work even though there may not be marking symbols or written feedback.
	Indicates that there is a next step or challenge for the pupil to complete. This symbol may vary and be a teacher personalised stamp. It may be differentiated by individual depending on need.
P	Punctuation needs attention.
C	Capital letters need consideration.
^	A word or letter is missing and needs attention.
/	Finger spaces need consideration.
sp sp x 3	A word needs looking at for spelling. sp x 3 may be written to indicate the pupil needs to find the correct spelling and copy it correctly three times in purple pen.