Sitwell Nursery & Infant School

Marking & Feedback Policy

Statement of intent
Sitwell Nursery & Infant School understands that the effective use of marking and feedback techniques can have a powerful influence on children's learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with children – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiming to support children's progress over time.

This policy aims to ensure that marking and feedback:

- Informs children about what they have done well and highlights areas of improvement.
- Supports children's confidence in learning, contributing to accelerated learning.
- Supports teachers' knowledge of each child's attainment, to plan and establish effective next steps.
- Develops reliable and effective processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

Legal framework
This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE Teachers' Standards
- DfE 'The National Curriculum in England: Key stages 1 and 2 framework document'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

The policy is implemented in conjunction with the following school policies:

- Teaching & Learning Policy
- Assessment Policy
- Remote Learning Policy
- Special Educational Needs and Disabilities (SEND) Policy

Roles and responsibilities
The Headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across the school.

Teaching staff, including HLTAs, are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all children within their class to ensure they are making satisfactory progress.
- Ensuring that children understand the feedback they have been given.
- Allowing children to ask questions in regard to any feedback they have received.

Expectations

Teaching staff, including HLTAs, are expected to:

- Provide marking that offers clear information about what children have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that children exhibit.
- Carefully consider how to use purposeful verbal feedback.
- Provide children with opportunities to reflect on feedback.
- Remind children of their targets and how these targets can be achieved in particular lessons.
- Implement strategies that encourage children to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for children, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge children whose work was correct, which should encourage further development.
- Provide feedback and support to children with SEND and adapt how feedback is given, so that children with SEND can understand and action any targets. The SENDCo should be consulted in regard to this.
- Provide positive and child-friendly marking and feedback.
- Return work promptly and allow children time to review any feedback that has been given to them.
- Ensure all marking and feedback is completed in line with this policy.

Children are expected to:

- Try their best with any work they complete, including home learning.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.

- Take responsibility for their learning.

Workload
The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a child. Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the child?

If the answers to these questions do not reflect a positive impact on children's learning, teachers will use their professional judgement and decide whether the feedback is necessary.

Marking
All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual child's abilities and goals.
- The areas a child can improve in.
- Linking areas of improvement.
- Reminding the child of previous success to boost confidence.
- Providing effective communication between children and teachers.
- Improving the self-belief and confidence of children.
- Celebrating success.
- Identifying children who require additional assistance.
- Clarity and consistency of marking across the school.
- The individual child's level of understanding.

It is our aim that most marking will take place within the lesson as a teacher or HLTA is moving around the classroom whilst children are working independently or in groups. Distance marking (marking carried out away from the classroom) will be used, as appropriate, to allow teachers more time to give detailed feedback. When distance marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the children to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the child likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the child to understand?

Children will be given ample time to reflect on their feedback. Teachers will allow children to reflect on feedback at the start of lessons, so that the feedback is at the forefront of children's minds when they begin the lesson. Positive reinforcement will be used to emphasise that children are improving, which will encourage them to improve their performance over time.

Rewards will be given to children in the following ways:

- Verbal praise during lessons.
- Pom poms linked to school values.
- Displaying excellent work on the Wonder Wall.
- Green, silver and gold effort stickers in feedback grid on written work.
- Raffle ticket, Star of the Day certificate and special responsibilities.
- Inviting the child to see the Headteacher to share good news.
- Calling/speaking to the child's parents praising the child.
- Special Mention assemblies for working hard.

Teachers will assess whether children understand their feedback through questioning and discussion.

Marking in maths

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as children who struggle with this subject could become disheartened and disinterested in the subject.

Teachers will use the following techniques when marking in maths:

- Tick correct answers and leave a dot on incorrect answers.
- Give feedback on whether the learning objective has been achieved and the success criteria followed.
- Signify whether resources have been used to support learning.
- Signify whether children have completed work independently or with support.
- Wherever possible, provide immediate feedback to children to show them how to reach correct answers.
- If the child has shown correct working and a wrong answer, tick the correct part and encourage them to try again.
- If a child is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged.

Marking in literacy

Marking in literacy can differ from other subjects, as often answers are subjective and have to be supported by evidence. When marking in literacy, teachers will use the following techniques:

- Give feedback on whether the learning objective has been achieved and the success criteria followed.
- Signify whether resources have been used to support learning.
- Signify whether children have completed work independently or with support.
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group.
- Correct spellings, particularly those appropriate for the year group.
- Correct punctuation and grammatical errors appropriate to the objectives for the year group.
- Allow specific time for children to read, reflect, and respond to marking.

Marking in other subjects

Marking in other subjects will follow a similar process to maths and literacy, and where appropriate, a similar marking grid will be used. This will support the children to build confidence to read and act upon marking and feedback across the curriculum.

Appendix 1 details the specific marking symbols and expectations that should be used consistently by all staff when marking and giving feedback.

Feedback

Feedback is given to:

- Motivate children.
- Address misunderstandings and misconceptions.
- Establish an opportunity to make learning progress, by:
  - Rectifying a misunderstanding.
  - Reinforcing a skill or piece of information.
  - Improving on a child's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of children; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one interventions.

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining what content will be covered in each lesson.
- Explaining the areas children will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the month/term/year.
- Having a number of progression plans that account for all abilities in the class.
- Making it clear what the objectives are from week to week, as well as final expectations.

The school believes in developing independent thinkers and as such, feedback will guide the child to the correct answers, as opposed to giving the answers away. Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the child to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the child a question, teachers can guide them to the correct answer. An example of this may be: "Are you trying to achieve A, B or C?" By doing this, teachers guide the child to looking at these three areas. Children should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the child, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a child were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the child to choose.

Verbal feedback can act as a way to give immediate and effective feedback to children. Teachers will mark on children's work when verbal feedback is given, following the agreed policy (see Appendix 1). Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the child may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular child requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one situation to support progress.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class or when most of the class may demonstrate the same misconceptions. By asking questions to the whole class, the teacher can get a good idea of children's understanding and plan future lessons and feedback accordingly.

When giving feedback, teachers will consider any additional needs the children have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

Remote learning

During circumstances where children are learning remotely, feedback will be given in accordance with the Remote Learning Policy. Work completed at home will be submitted on Google Classroom.

Where children are working remotely, teachers will consider setting online quizzes to help children gain feedback on their work. Teachers will offer feedback on a sample of the work completed by children online, and will not rely solely on online quizzes and educational games for children to understand how well they are learning.

Where teachers deem it necessary to offer children feedback, the teacher will outline a deadline to children and ensure they can keep to it. Consistent and clear lines of communication are opened with the parents of children who are learning from home to ensure feedback is received and understood.

The SENDCo will contact parents of children with additional needs to ensure they are completing their work and have adequate support to do so, in line with the SEND Policy. Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess children's performance.

The main method of children receiving feedback will be done through Google Classroom, where teachers will upload videos for children to access – videos will be used to praise children and offer teachers the opportunity to highlight areas where more work is needed.

Children who are in school will receive feedback in line with the feedback section of this policy.

Where possible, teachers will ensure fairness in the amount of feedback given to children in school and children learning remotely.

To minimise the impact on their workload, teachers will conduct group feedback sessions – these sessions will include discussions around how children came to their answers/conclusions.

Reviewing practice

The Headteacher, or other senior leaders, will conduct reviews of marking and feedback by gathering the views of teaching staff, asking:

- How they feel the practices benefit children.
- How practices can be improved.
- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on children.

The Headteacher, or other senior leaders, will conduct reviews of marking and feedback by gathering the views of children, asking:

- Whether they read their feedback.
- If they find the marking and feedback useful.
- If they receive too much or too little feedback.
- Whether they understand the comments when teachers mark their work.

Teachers will pass any concerns regarding the school's marking and feedback practices to senior leaders. Senior leaders will review marking and feedback regularly to ensure that practices are consistent and effective.

Monitoring and reporting

This policy will be reviewed bi-annually by the Headteacher and governing board.

This policy will be reviewed bi-annually in the Autumn term.
Autumn 2026

Appendix 1

Sitwell Nursery & Infant School
Whole School Marking & Feedback Policy

Learning objective achieved	☆	Success Criteria achieved	✓
Needs more practice	△	Success criteria not achieved	●
Teacher/pupil discussion	💬	Identify incorrect spellings	

Level of support	I	Independent
	S	Supported
	PS	Peer Support

Resources used	R ✓	
Resources not used	R x	(list resources on grid)

Problem with non-negotiable NN

<u>Awarded for effort:</u>

Green ★ Silver ★ Gold ★

<u>Agreed non-negotiables for writing</u>

F2	**Year 1**	**Year 2**
Capital letter	As F2	As above +
Finger gaps	Spell Y1 common exception words	Spell Y1 and Y2 common exception words
Check it makes sense	Form all letters correctly	Use a range of vocabulary, connectives and conjunctions
Full stop	Use ‘and’ to join ideas	Form letters of the correct size, orientation and relationship to one another
Form most letters correctly	Use a sound mat/word mat	