

Feedback and Marking Policy

Aspire Federation

'Let your light shine!'



Reviewed and updated:
Ratified by Governors:
Next review:

November 2025
21st January 2026
November 2027

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Date:21.1.26.....

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Feedback and Marking Policy

Rationale

Feedback is essential to provide effective assessments of pupils' work. It encourages a learning dialogue between teachers and pupils and enhances the motivation and learning of pupils. It encourages active partnerships in the recording of formative assessments and informs future planning.

Purpose of feedback & marking

- To further pupils' learning
- To allow pupils to reflect on their work and understand how it can be improved
- To inform planning
- To provide information for on-going assessment
- To encourage, motivate, support and promote positive attitudes
- To identify misunderstandings
- To recognise achievement, presentation and effort
- To show pupils that we value their work
- To encourage self-assessment, self-correction and accuracy

Implementation

1. All teachers and teaching assistants will be involved in the feedback and marking process.
2. As immediate dialogue is the most effective form of feedback, teachers and teaching assistants will endeavour to implement this during each lesson.
3. All work will be reviewed prior to the next lesson to allow teachers to plan next steps to address misconceptions, consolidate understanding or stretch learners further. Work which has received verbal feedback will be marked 'VF'.
4. Feedback will be related to the learning objective and specific target, which are made clear to the pupils. Children from R to Year 4 will have learning objectives printed, children from Year 5 upwards are expected to copy the learning objective into their book from the board.
5. Feedback will be constructive and encourage improvement in future work.
6. Written work in the core subjects will be marked prior to the next lesson, to allow for lessons to best support learners and so that children can learn from their mistakes.
7. Foundation subjects will be marked when and where applicable; some work may receive oral feedback only and 'VF' will be written next to the learning objective.

8. Written comments will be made where the teacher/teaching assistant thinks it is appropriate. Adults' handwriting should be neat and legible and follow the school's handwriting and presentation policy.

9. The extent to which pieces of work are corrected for spelling, punctuation and grammar will depend upon the learning objective, as well as the age and ability of the pupils.

10. Excellent work and effort will be recognised with dojos, headteacher awards and/or certificates.

11. There will be formal assessments of unaided written work which will be retained in the teachers' assessment files.

Procedures for Feeding Back and Marking

1. Work will be marked using the agreed marking codes, see appendix.

2. Comments and marking should be in green pen only.

3 Where appropriate, children will be encouraged to self and peer review work as part of the lesson.

4. At the end of a lesson, children should self assess their work by drawing the appropriate face next to the learning objective – see appendix. An adult will also use the appropriate face symbol to indicate whether or not the learning objective has been achieved.

5. Maths work will be marked using a tick or a dot. Misunderstandings can be addressed in a 'pre-teach' session. Self and Peer assessment should be used, when possible and if appropriate to the age/stage of the children.

6. Children may be required to write spelling errors out correctly or to find the correct spelling in a dictionary.

7. All errors, e.g. in maths, will be identified but not all errors will be corrected. The amount of correction will depend upon the age and level of the child and the purpose of the work.

8. Teachers and teaching assistants will discuss work content with all pupils on a regular basis in order to further the child's understanding.

9. Pupils will use the "purple pen of power" to edit and to respond to marking in writing books only.

10. Pupils will be involved in the feedback process, through discussion with the teacher/teaching assistant or by responding to written comments.

11. An arrow symbol will be used to indicate next steps, when applicable

Appendix – Feedback and Marking Codes

I – independent

VF – Verbal Feedback given

S + initials – an adult worked with you

↑ Next steps (short and achievable)

1DJ – 1 dojo awarded

PA – peer assessed (KS2 only)

SA – self assessed (KS2 only)



A tick will be drawn to indicate that a child has achieved the learning objective. Where this has not been achieved the teacher will indicate this with a dot (.) in the box.

When formally marking writing (KS2 only):

G – grammatical error on this line

P – punctuation error on this line

S – spelling mistake on this line

When marking Maths:

- Check answer

correct