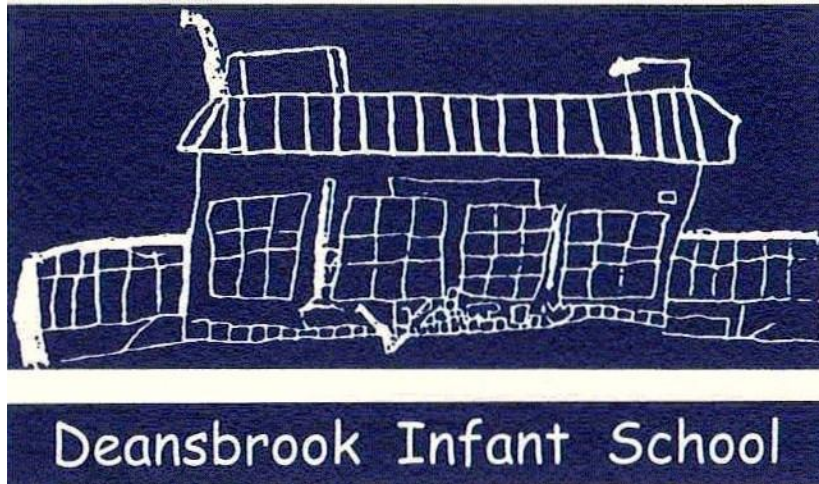


Deansbrook Infant School



Marking and Feedback Policy

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Statement of intent

Deansbrook Infant School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – 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, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Celebrates children's achievements and value their work
- Informs children about what they have done well and identifies new skills applied.
- Promote children's self-esteem and aspirations, through use of praise and encouragement
- Supports pupils' confidence in learning, contributing to accelerated learning
- Encourage self-assessment, whereby children recognise their difficulties and are encouraged to accept guidance from others
- Gauge children's understanding, and identify any misconceptions
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.
- Help to provide a basis for both for summative and formative assessment
- Provide ongoing assessment that should inform our future lesson planning.

1. Legal framework

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

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

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

2. 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 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 pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to respond to any feedback they have received.

3. Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why children have done well.
- Offer suggestions 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 in children's knowledge or skills.
- Carefully consider how to use purposeful verbal feedback.

- Provide children with opportunities to reflect and respond to the 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.
- 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 pupils with SEND can understand and action any targets.
- Provide positive and child-friendly marking and feedback.

Children are expected to:

- Try their best with any work they complete.
- Ask questions when they do not understand something in lessons.
- Make a conscious effort to meet their targets.
- Take responsibility for their learning.

4. Workload

Deansbrook Infant 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 pupil?

Whenever possible marking will be 'live' and take place during the lesson rather than after the lesson has finished. Children should be given the opportunity to respond immediately to the live marking so that it has a positive impact on progress.

5. 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
- Giving clear guidelines for improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between children and staff
- Improving the self-belief and confidence of pupils

- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual child's level of understanding

Distance marking (marking carried out away from the classroom) should be minimal and should only be used for books that were not marked during the lesson. These books should not be highlighted or ticked but should be dated and annotated with an indication of independent or supported work.

Live Marking (writing)

The majority of marking should be 'live' and take place with the children during the lesson. There should be a clear purpose to a piece of writing and marking should be as follows:

- A yellow highlighter should be used to highlight the focus for the lesson
- A tick with a green pen for a complete correct sentence
- Underlining errors with a green pen (limited to 2/3 per piece of work)
- A smiley face
- Annotation to indicate the amount of support a child has received and the adult who supported them
- Errors can be practised at the end of a piece of work eg letter formation

EYFS

Code	Description	
T/TA/NO	work that is supported by an adult (teacher/teacher assistant/nursery officer)	
S	supply	
CI (I)	Child initiated (Independent)	An activity that a child has initiated themselves and the work is completely independent
CI (WS)	Child initiated (with support)	An activity that a child has initiated themselves but then supported by an adult
AL (I)	Adult Led (Independent)	An activity that has been prepared by an adult but that the child has completed independently
AL (WS)	Adult Led (with support)	An activity that has been prepared by an adult and the child has been supported by an adult
VF	Verbal Feedback	

KS1

Code	Description
I	totally independent work
VF	verbal feedback
T/ TA/NO and initials e.g. TA (AB) St	work that is supported by an adult (teacher/teacher assistant/nursery officer)
S	supply

The next steps of the child's learning will be talked through with the child and their work edited appropriately with them.

Rewards will be given to pupils in the following ways:

- Moving up the behaviour ladder to receive a sticker
- Praise in front of whole class
- Showing work to the whole class
- Verbal praise to parents at end of the day
- Work taken to the headteacher or other member of staff
- Awarded an 'Aim High' certificate in assembly

Marking in maths

Maths tends to have either a correct or an incorrect answer and where possible, marking should be 'live'.

Teachers will use the following techniques when marking in maths:

- Ticking correct answers with a green pen
- Underlining an incorrect answer with a green pen
- When possible, providing immediate verbal feedback to pupils to show them how to reach correct answers
- If the pupil has shown correct working and a wrong answer, tick the correct part and underline the error
- When marking mathematics, a comment may be written by the teacher to clarify and understand the children's thinking and use of apparatus.

Revising and Editing

When they are ready, children in KS1 should start to revise and edit their own work using the purple pens. Children should have access to a check list to support them with revising and editing.

Erasers

- Erasers should **only be used by an adult** and they should be used sparingly
- Teachers should encourage children to cross out mistakes that they make using one line only. The line should be crossed through the incorrect word/number and the correction written to the right of or above the error

Handwriting

- Teacher's handwriting should reflect the handwriting policy and comments written in words that can be read and understood by the child. Comments should be written with the child whenever possible and should be appropriate to the age and the ability of the child.

6. Feedback

Feedback should be given to:

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

Feedback differs from marking in that it is immediate verbal communication in the classroom and not 'marking' of a finished piece of work.

Deansbrook Infant School believes in developing independent thinkers and as such, feedback will guide the pupil 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 pupil 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 pupil 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 pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil 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 pupil to choose.

Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers will mark on pupils' work when verbal feedback was given (VF).

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 pupil may feel under pressure and fail to perform to their full potential.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new skills to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

When giving feedback, teachers will consider any SEND the pupils 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.

7. Improvement plans

The school will conduct reviews of marking and feedback by distributing surveys to teachers, asking:

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

Senior leaders will conduct reviews of marking and feedback by asking questions to pupils such as:

- If they find the feedback useful.
- Whether they understand the reason for the highlighting and green pen in their books.

Teachers will pass any concerns regarding the school's marking and feedback practices to a member of the SLT.

Teachers' marking and feedback will be reviewed by the SLT on a termly basis to ensure that practices are consistent and effective.

- Teachers will submit books from their class for cross-checking.
- If necessary, a staff meeting will be held for a formal discussion regarding the success or shortcomings of the current marking and feedback practices.

8. Monitoring and review

This policy is reviewed bi-annually by the headteacher.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.