



Date Adopted: Spring 2026
Date to be reviewed: Spring 2028

Quadring Cowley and Brown's Primary School

Marking and Feedback Policy

*At Quadring Cowley and Brown's Primary School we strive
'to nurture and inspire all children to be well-rounded, confident and
resilient individuals who love learning and are ready for life beyond
school.'*

Article 3- The best interests of the child must be top priority in all actions regarding children.

Article 29: Education should develop each child's personality and talents to the full.

Aims of the policy

What is the purpose of this policy?

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to do.

What are the principles that guide the school's approach to marking?

Marking and feedback principles:

- Should be manageable for teachers and accessible to children.
- Could relate to the learning objectives/targets/comment on previous attainment within the context of the learning objective.
- Could involve all adults working with the children.
- Could give recognition and praise for achievement and clear strategies for improvement.
- Should allow specific time for children to read, reflect and respond to marking.
- Could respond to individual learning needs: e.g. marking face to face with some and at a distance with others.
- Should inform future planning and individual targets.
- Should use consistent codes across each year group.
- Should ultimately be seen by children as a positive approach to improving learning.

How do we mark children's work?

Quadring Cowley and Brown's Primary School have adopted the Marking and Feedback approaches of Self-reflection, self-marking, and conferencing which are interconnected, pupil-centred approaches to assessment that promote metacognition, independence, and a deeper understanding of learning goals. These methods shift the focus from traditional teacher-led marking to a dialogue-based process where learners take ownership of their progress.

Verbal Feedback - Self Reflection

Quadring Cowley and Brown's Primary School recognises the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they met the learning objective and then question the child about a specific part of the work. This may be to address misconceptions or to extend the child's learning. Oral feedback can be given to either whole class, small groups or individuals.

Summative Feedback and Marking

This is associated with closed tasks or exercises where the answer is either right or wrong and is marked with a tick or dot. This can also be marked by the children, as a class or in groups.

Formative Feedback and Marking

Not all pieces of work can be marked in depth. Acknowledgment marking should generally relate to the learning objective. All teachers aim to quality mark a few times each half term. Some pieces of work are marked in depth where it is felt this will have a significant impact on the pupils learning, will challenge the pupils learning further and consolidate their understanding. Acknowledgement should always relate to the Learning Objective.

Detailed Marking

When marking in detail, teachers should focus first and foremost upon the Learning Objective and use guidance and Success Criteria provided in the lesson to make a necessary comment. The emphasis should be on the improvement needs of the child.

When marking in detail, teachers:

1. Read the entire piece of work.
2. Focused incorrect punctuation and grammar should be marked in every piece of work. Incorrect spelling, formation of handwriting, including letters and numbers, are corrected and commented on at the member of staff's discretion. Incorrect spellings identified must be corrected by the child three times.
3. Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent.
4. When possible and appropriate, children should be given a comment which will extend their thinking. Green pen will be used to identify successes linked to Learning Objective and purple pen will be used to identify corrections needed and/or next steps to learning. Pupils will need to respond in pencil where appropriate.
5. A tick will indicate evidence of Learning Objective Achieved alongside LOA.
5. In Key Stage 2, when a child has met a previous individual target, this is clearly identified.
6. Correcting work is dependent on the End of Year expectations and Age, Stage and individual needs of child.

Marking and Feedback in the Early Years Foundation Stage and Key Stage One

In the Foundation Stage and key Stage One, marking and feedback strategies include:

- Verbal Praise and feedback,

- Annotation of work and photographs by staff,
- Children being given opportunity to talk about their play and work.
- Correction of identified spellings to practice and expected punctuation.

Self-Marking, Evaluation and Pupil's Response to Marking.

At the teacher's discretion (depending upon reading comprehension ability), children will be given time to read and consider the written and verbal feedback the teacher has provided, and to respond accordingly.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, because of the feedback they have received.

In Key Stage 2, children should be encouraged, where appropriate, to respond to the written feedback/challenge in pencil, underneath the comment.

Monitoring and evaluating this policy

This policy will be monitored through further consultation during whole staff moderation and meetings. Children's workbooks will be monitored by the Senior Leadership Team and subject leaders, with written and verbal feedback given to individual members of staff. Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Signed _____ (Headteacher)

Printed Name: _____

Date: _____












Signed _____ (for and on behalf of the Governing Board)

Printed Name: _____

Date: _____

Appendix 1

Displayed in every classroom explaining marking and feedback.

	<i>Learning Objective Achieved</i>
	<i>Working Towards the Learning Objective</i>
	<i>Excellent example of meeting the Learning Objective</i>
	This does not make sense or is incorrect
	Adults and I talked about this in lesson
	Completed independently
	Supported with my work
	Correction needed
	Finger space needed
	Missing word
	New paragraph needed