Carden Nursery and Primary School

Marking and Feedback Policy

Signed by:

L. Sibley _____ Headteacher November 2026

Alistair McLean _____ Chair of Governors November 2026

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Statement of intent

Carden Nursery and Primary 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:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- 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.

1. Legal framework

This policy has due regard to 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'

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

- Remote Education Policy
- Primary Curriculum 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 all departments within the school.

The senior leadership team are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

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 ask questions in regard to any feedback they have received.

3. Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils 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 as appropriate.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- Provide pupils with opportunities to reflect on feedback.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- 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.

4. 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 pupil.

Teachers will ask themselves the following questions:

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

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

If a teacher has a query, their key stage lead will be available to offer guidance and support regarding the school's procedures.

If a teacher is unsure about the effectiveness of their own practices, the key stage lead will help with developing an approach to marking and feedback that is more suited to the teacher.

5. Marking

Subjects will be marked as follows:

Guided Reading - at least once a week

Science – at least once every 3 pieces

Homework - always acknowledged

English and Maths – all work looked at and one in three pieces showing dialogue between pupil and staff.

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 pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- 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 pupil's level of understanding
- Avoiding giving grades for every piece of work

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 pupils 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 pupil 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 pupil to understand?

Pupils will be given ample time to reflect on their feedback.

Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways:

- Stickers placed on work
- Praise in front of whole class
- Displaying excellent work around the classroom
- Feedback to parents
- Verbal praise
- Showing work to other teachers and members of SLT

Teachers will encourage pupils to mark each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.

Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

Marking in maths (see Appendix A)

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 pupils who struggle with this subject can become disheartened and disinterested in the subject.

Teachers will use the following techniques when marking in maths:

- Ticking correct answers and leaving a dot on incorrect answers
- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again
- If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged

Marking in English (See Appendix B)

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
- Identify the next steps in the learning process
- 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 pupils to read, reflect, and respond to marking

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 not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

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

- Clearly outlining which subject content will be covered in each class.
- Explaining the areas pupils 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 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.

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.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects 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. Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Remote Education Policy.

Work completed at home will be submitted via email or through the school's e-learning portal.

Teachers will offer feedback on a sample of the work completed by pupils online, and will not rely solely on online quizzes and educational games for pupils to understand how well they are learning.

Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils and ensure they can keep to it.

Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood.

The SENCO will contact parents of pupils with SEND 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 pupils' performance.

The main method of pupils receiving feedback will be done through the school's virtual learning portal, where classroom teachers will upload daily videos for each pupil to access – videos

will be used to praise pupils and offer teachers the opportunity to highlight areas where more work is needed.

Pupils 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 pupils in school and pupils learning remotely.

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

8. Improvement plans

These will be carried out at least annually. The headteacher 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.

The headteacher will conduct reviews of marking and feedback by distributing surveys to pupils, asking:

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

Following these surveys, the headteacher will create a marking and feedback improvement plan.

The headteacher will circulate any plans to improve practice to SLT, who in turn will distribute these plans to members of staff within their department.

The headteacher and SLT will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.

Teachers will pass any concerns regarding the school's marking and feedback practices to their heads of key stage.

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

10. Monitoring and review

This policy is reviewed biannually by the headteacher or sooner if any changes are needed.

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

The scheduled review date for this policy is November 2028.

Appendix A: Maths Codes and Specifics

Self-assessment

Live feedback/ Codes

WS – supported could be by an adult or another child within the class

PA – peer assessed

SA – self-assessed

VF - Verbal feedback given, to be noted at the point at which it was

Pink Highlighter– highlights for the children where they have achieved the learning objective.

. to show arithmetic error or misconception tick to show that the . has been corrected. Children to do correction in green biro.

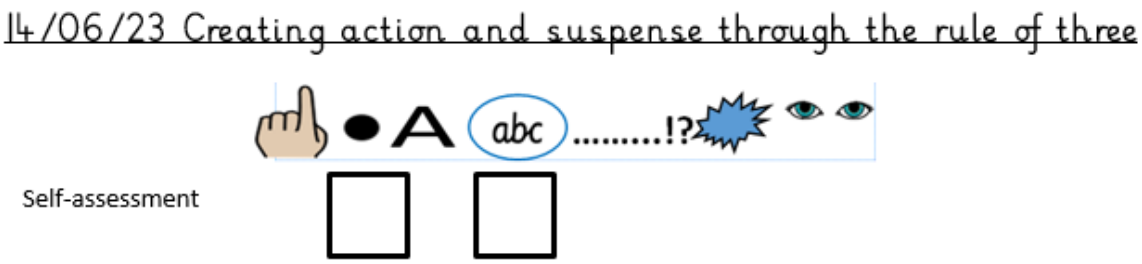
Add onto lesson plan overview children who did not grasp the concept within the lesson or any individual/s that particularly did. This is to be picked up before or within the next lesson.

Expectation set out that every piece of work has been looked at in some form and there is written teacher feedback at least three times a week.

Appendix B: English Codes and Specifics

Self-assessment

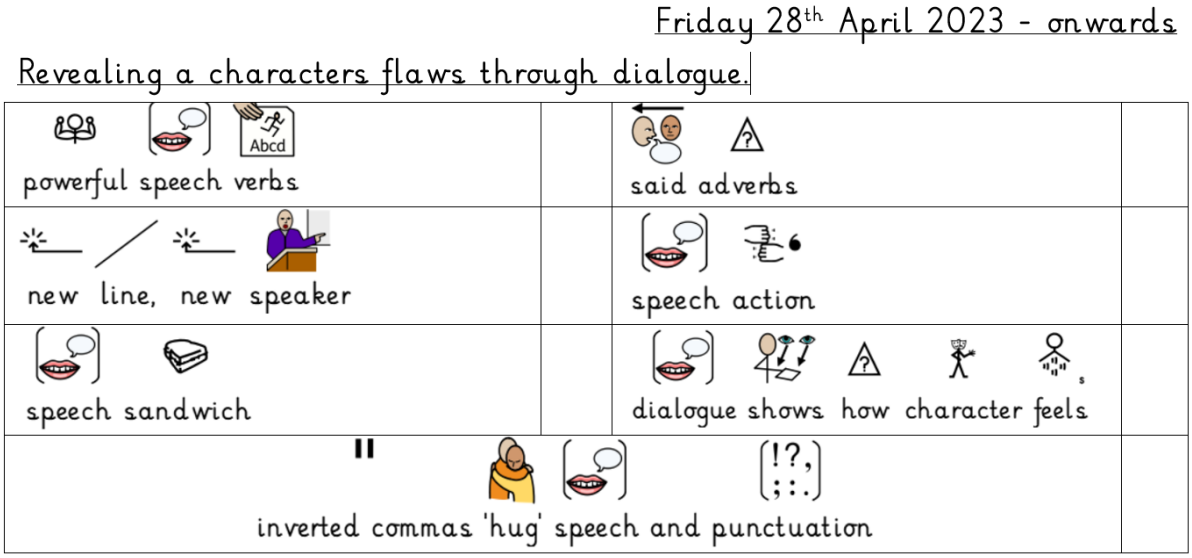
Key Stage 1



RAGed – Boxes move according to class needs.

Key Stage 2

Throughout Innovation stage The 'tick box' links to the T4W Tool Kit where children self-assess when they have used a tool. Class teacher cross checks.



When marking Short Burst Writes (Ideally live marking)

Pink Highlighter– highlights for the children where they have achieved the learning objective.

Green

- **KS1**– Class teacher highlights an error where children then go back and correct it with a green biro.

- **KS2 –** Class teacher notes missing grammar / punctuation on the left hand side of the line where it is missing in pen. Children then take a green biro to correct it. See key below.

Live Marking Key

Key Stage 1		Key Stage 2	
.	Class teacher marks with a line where the full stop should go.	**.**	Missing full stop somewhere on the line.
A	Missing capital written immediately above the error.	**,**	As above with comma
,	Class teacher marks where it goes and addresses as needed.	**A**	Missing capital letter(s) on the line.
? !	As above	**?**	Missing question mark on the line.
Missing finger spaces	Mark a straight line (I) where the finger space should be.	**“ ”**	Missing inverted commas on the line.

Generic KS2 code… sp spelling, t tense, bw better word

Anything else teachers feel that they need to address will also be on the left hand side of the page.

Spelling

If children are unsure of a spelling, they put dots beneath the word. Class teacher then responds with correct spelling.

KS1 children correct in place, KS2 children rewrite it at the end of that day's work 3-5times.Not all words will be corrected, there will be a focus on HFWs, topic words and statutory words for that year group. Children will not be asked to correct more than three words in a piece of work.

Live feedback/ Codes

PA – peer assessed

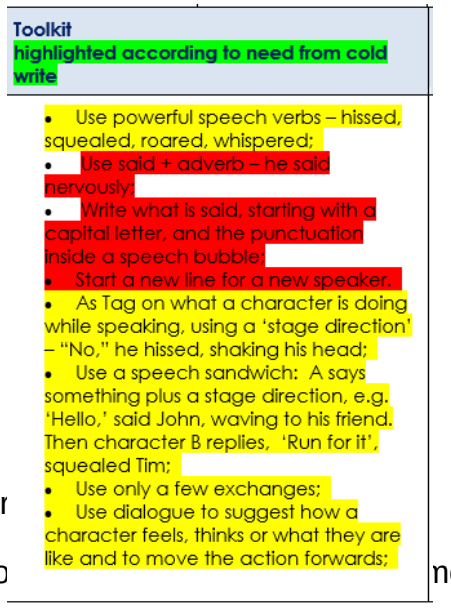
SA – self-assessed

VF - Verbal feedback given, to be noted at the point at which it was

WS – supported could be by an adult or another child within the class

I – Independent writing (assumed if no other code is used)

Cold Write is not marked but is used to inform planning of skills and tool kit. Tool Kit on planning document is then RAGed with focus areas:



Toolkit
highlighted according to need from cold write

- Use powerful speech verbs – hissed, squealed, roared, whispered;
- Use said + adverb – he said nervously;
- Write what is said, starting with a capital letter, and the punctuation inside a speech bubble;
- Start a new line for a new speaker.
- As Tag on what a character is doing while speaking, using a 'stage direction' – "No," he hissed, shaking his head;
- Use a speech sandwich: A says something plus a stage direction, e.g. 'Hello,' said John, waving to his friend. Then character B replies, 'Run for it', squealed Tim;
- Use only a few exchanges;
- Use dialogue to suggest how a character feels, thinks or what they are like and to move the action forwards;

RAG = Red, Amber, Green

Update after Innovation stage

Short Burst Writes and Innovates are live mar

Hot Writes are celebrated by reading / shared o ment at the end where appropriate.

Expectation set out that every piece of work has been looked at in some form and there is written teacher feedback at least three times a week.

Learning objectives do not need LO / IALT but should outline the skill being taught and the stage of the T4W process.

Example:

I am learning to use show not tell in a suspense story.

Using show not tell to draw the reader in a create a feeling of suspense.