



We are kind - We show respect - We work hard - We are honest

## Marking and Feedback Policy

### Key Principles

At Standhill Infants School we believe that marking and feedback should:

- Recognise, encourage and reward children's effort and achievement and celebrate success over time.
- Reflect the learning objective of the work being marked or individual targets and reversals of letters or numerals.
- Assist the teacher in assessment and their future planning.
- Challenge or consolidate thinking.
- Give children guidance with regards to the next steps in their learning / what they need to work on.
- Encourage a dialogue between the child and teacher to ensure progress and learning.
- Be part of an informative and accessible dialogue with clear Teacher and pupil roles.
- Provide opportunities to reflect and act upon feedback, thereby moving learning forwards.
- Ensure children have a clear understanding of their learning intentions and the success criteria that their work will be assessed against.
- Be given sensitively and school adults are aware that self-esteem is a significant factor in being a successful learner
- Help give confidence to our learners, linking to their Learning Powers and independence.
- Be consistent, regardless of which adult is supporting the learner.

### What Feedback and Marking Looks like In Action

- Immediate feedback, at the point of learning is given, whenever possible.
- Verbal feedback is used which is recognised to be the most accessible form for moving on children's learning. This means discussion about the learning with the child. It is the most valuable form of feedback for all children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. It also allows for interaction between the child and the adult and, where appropriate, between peers.
- Green pen is used for correct work, pink pen is used for work to 'think' about.
- Purple Polish should be used by a child to edit or improve work and is also used in response to a think pink.
- Work is marked during focused group work / guided work and extended writing to give feedback to children.
- A clear marking system of simple symbols is used for writing related work consistently across the school. The children are familiar with these symbols and they are displayed in the classroom. Some of the symbols are progressive and matched to the developmental stage of children. As the children move through school some of the symbols will be used as 'givens' that they will need to retain/refer to as their targets become more sophisticated.
- Ticks are used to acknowledge success.
- An arrow is used to help children correct errors and identify next steps.
- Misspelt words will have a line underneath and children will be expected to correct the spelling.
- Children are encouraged to be reflective and use self-assessment where appropriate and at a level matching their age eg. What do you think you have done well? How could you make it better?
- Marking is linked to learning objectives wherever possible.
- Marking, targets and next steps are appropriate to the level of children.
- Targets are given that help children to improve specific aspects of their work and to help them acknowledge specific gains in their learning.
- Whenever appropriate, feedback is given to the whole class to clear up misconceptions and reinforce teaching points.
- Mini plenaries will frequently be used for whole class or small groups during lessons.
- Supply teachers and job shares will initial work taught and marked by them.
- As quality writing is valued throughout the curriculum children will be encouraged to use writing givens to ensure quality work and learning.
- Children's effort and progress will be celebrated with the children and stickers will be given to recognise their achievements. Particular effort and achievement will be celebrated with a Head Teachers sticker. Children are enthusiastic to receive these stickers and it encourages them to keep going as well as being a prompt to share successes with Parents/Carers.
- Learning gains utilising Learning Powers (Learning Buddies) are celebrated with a certificate and dedicated assemblies.

**Specific Corrections in Mathematics and Literacy**

- Letter and number reversals will be corrected as appropriate based on teacher judgement, and children will be given the opportunity to practise the correct letter shape/number.
- In Mathematics incorrect answers are marked with a dot (.) and children will make their correction next to it.
- Manipulatives and strategies used will be acknowledged in the marking of maths such as a simple diagram of a Numicon tile. This shows children’s level of learning and helps inform next steps.
- Spelling – children will be expected to practise writing tricky words according to phonics phase / ability and will be given the opportunity to practise again at the end of a piece of work.

Dated: March 2025  
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**English and topic**

WALT:	WILF:	Supported by T/TA Group work T → ind. Ind
Givens:		






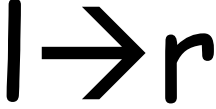











**Maths**

WALT:	WILF:	Supported by T/TA Group work T → ind. Ind
Manipulatives/strategies:		

## Marking symbols

correct work ✓ (tick)

next step → (arrow)

<p style="color: green;">Green pen</p> <p>'Good to be green'</p> <p>Adult marks correct work</p>	<p style="color: pink;">Pink pen</p> <p>'Pink for think'</p> <p>Adult marks incorrect work</p>	<p style="color: purple;">Purple pen</p> <p>Children use purple to polish/edit their work</p>
		
ideas for writing	initial sounds	oral rehearsal
		
orally segments	CVC	write from left to right
		
use finger spaces	letter formation/handwriting	writes on the line
		
check it makes sense	capital letters	full stop
		
punctuation	connectives	time connectives
		
adjectives/technical words	high frequency spellings	