

Feedback and Marking Policy

Park Hall Infant Academy



1. Introduction

At Park Hall Infant Academy, we recognise that effective feedback and marking play an important role in supporting children's learning and progress.

Our feedback and marking policy aims to:

- Contribute to pupils' achievement, self-confidence, pride and ownership of their work.
- Ensure marking and feedback practices are consistent, purposeful and manageable for staff.
- Use feedback and marking to support assessment and inform future teaching and learning.
- Provide regular opportunities for peer and self-assessment.
- Provide frequent, meaningful and high-quality feedback that supports children in making progress.

2. Purpose

The primary purpose of marking and feedback is to support children in their learning.

Effective feedback should help children understand **what they have done well, what they need to improve and what they can do next to develop their learning further**. The primary audience for feedback is the child.

Feedback and marking should:

- Celebrate success and recognise achievement.
- Motivate and encourage learners.
- Be precise, meaningful and appropriate to the individual child.
- Relate to the Learning Objective (WALT) and/or the child's individual targets.
- Identify an appropriate next step in learning where necessary.
- Contribute to an ongoing dialogue between adults and children.
- Enable children to reflect on their work and respond to feedback by making improvements.
- Inform assessment and future planning.

3. Marking Expectations, Codes and Symbols

All written marking should be completed in **green ink** using neat, legible handwriting so that it can be easily understood by children and parents/carers.

Written feedback will be provided in **Core Subjects** to identify what children have done well in relation to the WALT and where appropriate, areas for development.

In **Foundation Subjects**, teachers will review children's work and record on a class record sheet whether each child has understood and applied the Learning Objective. Foundation Subject books will therefore not routinely contain written marking feedback.

Core Subject Marking Codes

Subject	Year Group	WALT / LO on sticker	LO /SS statements that have not been met to be highlighted	Work to be ticked	Marking Codes	'Tickled Pink' highlight on work	'Green for Growth' highlight on work	Adult's initial	Next steps (as required)	Self-assessment (RAG)
English	KSI	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maths	KSI	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science	KSI	✓	✓	✓	✓	✓	✓	✓	✓	✓
Big Write	KSI	✓	✓	✓	✓	✓	✓	✓	YES	✓
Phonics										
RE	KSI									
PSED	KSI									
Foundation Subjects	KSI	✓					✓			
Adult Led	Rec	✓	✓	✓	✓	✓	✓	✓	✓	Rec Only
Independent Write	EYFS	✓	✓	✓	✓	✓	✓	✓	✓	Rec Only
Phonics	Rec			✓						

The following codes should be used next to the Learning Objective:

- G – Guided work completed with the teacher or teaching assistant.
- I – Independent work.
- V – Verbal feedback given during the lesson.
- I:I – Individual support provided to the child. Where appropriate, the group size may also be recorded, e.g. I:6.
- S – A scaffold or supporting resource was provided to help the child complete the task, e.g. a word mat.
- **Initials** – All work should be initialled by the adult who has marked or reviewed it.

Learning Objective Indicators

- √√ – The Learning Objective has been met.
- √ – The Learning Objective has been partially met and requires further practice.
- ✓ – The Learning Objective has not yet been met and the child requires further support.
- ✓ – Correct answers should be marked with a tick.
- • – Incorrect answers should be marked with a dot, for example in Mathematics. Where appropriate, children should be given the opportunity to identify and correct their errors.

4. Correcting Mistakes in Key Stage 1

Our approach to correcting mistakes is designed to gradually develop children's independence and ability to identify and improve their own work.

Year 1

Mistakes will be highlighted in green so that children can identify the word, sentence or element they need to correct using their **Purple Polishing Pen**.

Stamps will be used to identify and prompt the type of mistake. These will be displayed in the classroom and placed in children's books as appropriate.

Year 2

Autumn Term

The same approach as Year 1 will be followed. Mistakes will be highlighted in green and children will use their Purple Polishing Pens to make corrections.

Spring Term

A wand symbol at the beginning of the line will indicate that there is an error for the child to find and correct independently using their Purple Polishing Pen.

Stamps will be used to provide a prompt about the type of mistake.

Summer Term

A stamp will be placed next to the Learning Objective sticker or at the top of the work to indicate that a specific type of error has been identified.

Children will be expected to check their work, locate the error and make the appropriate correction independently.

5. Correcting Mistakes in Reception

In Reception, children will receive immediate verbal feedback when working with an adult as part of a Guided Group or Adult-Led activity.

Where a **Next Step** or **What's Next** is identified, children will be supported to work on this immediately, where appropriate, based on the outcome of the activity.

Purple Polishing Pens will be introduced individually when appropriate. All children will be introduced to their use during the Summer Term.

6. 'Tickled Pink' and 'Green for Growth'

'Tickled Pink' and 'Green for Growth' highlighting will be used primarily in **Core Subjects**, although 'Green for Growth' may also be used in Foundation Subjects where appropriate.

Teachers will identify a specific focus for the piece of work and highlight elements linked to this focus.

- **Tickled Pink** – identifies a strength or successful aspect of the work that relates specifically to the Learning Objective.
- **Green for Growth** – identifies one or two areas for development or improvement.

As children progress through Key Stage 1, they should increasingly be able to explain why their work has been highlighted in pink, for example, identifying the successful use of adjectives, full stops or other elements linked to the Learning Objective.

Additional written comments should be made in green ink where appropriate.

Children should be provided with dedicated time to reflect on and respond to feedback.

7. Self-Evaluation

As part of **Assessment for Learning (AfL)**, children will be given regular opportunities to evaluate their own learning in relation to the Learning Objective.

Children will use a traffic-light system:

- **Green** – *I understand this work and feel confident.*
- **Amber** – *I am beginning to understand this work, but I need more practice.*
- **Red** – *I do not yet understand this work and found it difficult.*

Self-evaluation should encourage children to reflect honestly on their learning and help adults identify where further support or challenge may be needed.

8. Showing Progression Across the School

Early Years Foundation Stage (EYFS)

In the EYFS, feedback will primarily be provided **orally and in the moment**, in a way that encourages children to value their learning and understand their next steps.

Pink and green highlighting may be used where appropriate. Adults may also record a suggested next step and use a marking stamp where appropriate (see Appendix).

A brief written comment may be added when necessary, for example, in relation to the Learning Objective or the expectations for the session.

Teachers and teaching assistants should indicate the level of support provided to the child and, where appropriate, the size of the group.

Where an adult has used prompts or questions to develop a child's learning or understanding, a brief comment may be recorded to indicate the support provided.

Purple Polishing Pens will be introduced progressively through Reception, usually during the Summer Term.

Key Stage 1

In Key Stage 1, the aim is to develop children's active involvement in the feedback process while continuing to celebrate and value their achievements.

Children should become increasingly confident in:

- Identifying their own strengths.
- Recognising areas for development.
- Identifying their next steps.
- Responding to feedback.
- Editing and improving their work independently.

Children will be given regular opportunities to amend, edit and improve their work using **Purple Polishing Pens**.

9. Targets – EYFS

In Reception, next steps are identified through the verbal feedback provided by teachers when working with groups of children during Adult-Led Literacy activities or Independent Write tasks.

During other teaching inputs and activities, teachers will identify any additional support children require and provide **in-the-moment practice, intervention or support**.

Where further teaching or consolidation is required, **Spotlight Sessions** will be arranged.

10. Targets – Key Stage 1

In Key Stage 1, individual writing targets will be identified and reviewed following each child's monthly **Independent Write**.

These targets should be applied across all areas of writing, including writing across the wider curriculum. Each child's current writing next step will be recorded on a classroom display.

In Mathematics, children will receive immediate verbal feedback through **in-the-moment marking**. Where a next step is identified, children will be supported to address it immediately to ensure they have understood the concept taught before progressing to new learning.

Where a child has not yet understood the concept taught during a lesson, they will receive a **Spotlight Intervention** with a teaching assistant to revisit, practise or consolidate the concept before moving forward.

11. Equal Opportunities

Feedback and marking should be as objective and consistent as possible while recognising individual differences in ability, attainment and learning needs.

Feedback should be used to motivate and encourage all children.

Children should experience the marking and feedback system as fair and supportive. Teachers should ensure that children have access to the relevant success criteria during the lesson input so that they understand what successful learning looks like and how they can achieve it.

12. Evaluation and Monitoring

This policy will be reviewed and monitored regularly to ensure that feedback and marking continue to effectively support children's learning while remaining manageable and sustainable for staff.

Monitoring will focus on:

- **Book looks** – to evaluate the consistent and effective application of the policy across the school by teachers and other staff.
- **Children's responses to feedback** – to assess the extent to which children use marking and feedback to improve their work and extend their learning.
- **Pupil self-assessment** – to evaluate children's ability to reflect on and evaluate their own learning.
- **Consistency of practice** – to ensure that agreed marking and feedback approaches are being used appropriately across the school.

The effectiveness of the policy will be evaluated through staff feedback, pupil voice, monitoring activities and evidence of children's progress and engagement with feedback.

EYFS – Marking & Feedback Codes

EYFS – Marking & Feedback: Stamp Codes	
All work to be initialed by the person who marked it	
Symbol	Meaning
	Capital letter (needed)
	Punctuation
	Finger space
	Listen for sounds
	Pencil grip
	Letter formation
	Spelling mistake – as they become more confident / HA chn

KS1 – Marking & Feedback Codes	
All work to be initialed by the person who marked it	
Symbol	Meaning
√√√	Learning Objective (WALT) Achieved
√√	Needs more support to achieve the Learning Objective (WALT) – almost there
√	Has not achieved the Learning Objective (WALT) – further support needed
1:1	Received 1:1 support with this task
I	Worked independently
G	Guided Group work
V	Verbal feedback given
S	Scaffold provided to support child
• █	correction / incorrect answer
★ ↗	A wand to show that something is wrong and you wish for it to be changed / improved (Yr2 Spring / Summer term)
█	Detective time – investigate what you did well

KS1 – Marking & Feedback cont.: Stamp Codes	
All work to be initialed by the person who marked it	
Symbol	Meaning
	Capital letter (error)
	Punctuation
	Spelling mistake
	Finger space
	Check it makes sense
	Handwriting / letter formation
	Target achieved (Ind Write)