



The Diocese of Ely

**ACT** Multi  
Academy  
Trust  
**Agapé, Courage  
Thankfulness**



**St. Michael's  
Church School**

## MARKING AND FEEDBACK POLICY

### DOCUMENT CONTROL

<b>Name of Policy/Procedure</b>	
<b>Author</b>	A. Rawding
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<b>Applicable to</b>	St Michael's Church School
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<b>Review Cycle</b>	Annual
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<b>Website Publication yes/no</b>	Yes



## Policy Review Schedule

<b>Version</b>	<b>Author</b>	<b>Summary</b>	<b>Review Date</b>	<b>Next Review</b>
<b>1.0</b>	<b>J Ashley</b>	<b>Original Policy</b>	<b>Jan 2016</b>	<b>Jan 2018</b>
<b>1.1</b>	<b>D Jones</b>	<b>Minor Amends</b>	<b>Jan 2018</b>	<b>Jan 2019</b>
<b>1.2</b>	<b>SLT</b>	<b>Minor Amends</b>	<b>Dec 2018</b>	<b>Dec 2019</b>
<b>2.0</b>	<b>H Daulton</b>	<b>Updated</b>	<b>May 2020</b>	<b>May 2021</b>
<b>2.1</b>	<b>H Daulton</b>	<b>COVID amendments</b>	<b>September 2020</b>	<b>September 2021</b>
<b>3.0</b>	<b>H Daulton</b>	<b>Updated</b>	<b>September 2022</b>	<b>September 2023</b>
<b>3.1</b>	<b>H Daulton</b>	<b>Updated</b>	<b>September 2023</b>	<b>September 2024</b>
<b>3.2</b>	<b>A Rawding</b>	<b>Minor updates</b>	<b>February 2025</b>	<b>February 2026</b>



# 1. Introduction

The marking and feedback of children's work is central to the learning process. At St Michael's Church School, we believe that marking should provide constructive feedback to every child. It should focus on the child's success and improvement needs against learning objectives. All children should be encouraged to become reflective learners and to close the gap between current and desired practice; sometimes this will be done through marking and sometimes through oral feedback.

## 2. Principles

Marking and feedback should:

- Relate to learning objectives which have been shared with the children
- Involve all adults working with the children in school
- Give children the opportunity to become aware and reflect on their learning
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking
- Inform future planning and target setting
- Move the children on in their thinking and learning
- Be understood by the children
- Be consistent across the school
- Be seen as a positive in improving their learning
- Encourage children to self-assess where appropriate.
- Be valued by the pupil as a means of promoting improvement.
- Be manageable for teachers

## 3. Marking should meet the following guidelines

### 3.1. Expectations from teachers

- All work in the children's books should be acknowledged and the 'Learning Objective' should be displayed at the top of the piece of work; either written by the child, printed on a sticker or glued in.
- All marking/comments made should be completed in green pen.
- Any 'Next Steps' given should be included at the end of the piece of work to help the child to close the gap between what they have achieved and what they could have achieved or extend their learning further. There should be time allocated to allow children to respond to this.
- Spelling, punctuation, grammar and handwriting misconceptions, which are not explicitly connected to the success criteria of the lesson, should be identified in a manageable way for the individual



pupil. However, high expectations should be communicated by the teacher. Consistent use of the agreed marking codes will enable children to understand what the marking means.

- All teachers and teaching assistants should model cursive handwriting, spelling, punctuation and grammar when marking appropriate to their year group.
- Please see Appendices (5) for specific English and maths Marking and feedback guidance. For all other subjects, including but not exclusive to: Destination Reader, Science, RE, Art, Geography and History teachers will provide verbal feedback and an acknowledgement of learning will be made. At the end of a lesson/unit, a teacher may choose to give next step tasks to assess a children's understanding of the learning objectives.
- If work was taught by a supply teacher/ PPA teacher, it should be signed accordingly

### **3.2. Expectations from the children**

- Children should be encouraged to edit their work using a blue pen/pencil both before and after it has been marked by the teacher.
- Self or peer evaluation should also be undertaken by the children, who can identify their own successes and look for improvement points. The plenary session can then focus on this process as a way of analysing the learning.
- Children should respond to all marking including but not limited to: corrections, spelling/punctuation errors and 'Next Step' tasks. They should be provided with time to do this and all edits should be made in blue pen.

## **4. Monitoring and Review**

This policy will be reviewed annually. Work scrutiny through the year by subject leaders and senior leaders will monitor and evaluate the use of this policy.

## **5. Appendix:**



## 5.1. English (Writing) Marking and Feedback Policy

### Key Stage 1



	Marking codes
c	Capital letter
p	Full stop
sp	Spelling
r	Read it, does it make sense?
f	Finger space
v	Verbal feedback given

- All work is to have a Learning objective typed onto a sticker, stuck at the top of the piece of work, alongside the long date. The learning objective should and date should be on the left.
- All marking is to be completed in green pen.
- It should be clearly identified at the top of the piece of work whether the work was completed independently, guided, or supported by a teacher or teaching assistant.
- Any editing or self and peer evaluation should be completed by children using a blue pen.
- Children should respond to all marking including but not limited to: corrections, spelling/punctuation errors and 'next' comments. They should be provided with time to do this

Phase	Marking and feedback
<b>Phase 1</b> <i>SPAG Focus and linguistic features</i>	<ul style="list-style-type: none"> <li>- Marking and feedback will be focused on the learning objective for each session.</li> <li>- Teaching staff will mark in depth at least once a week for each child.</li> <li>- Support staff and teaching staff may also complete 'light touch' marking throughout the week, ensuring errors and misconceptions are addressed.</li> </ul>
	<b>Next Steps/Extension</b>
	<ul style="list-style-type: none"> <li>- Each child will have one next step, individual to their learning and needs, identified per week.</li> <li>- Where appropriate, teachers may choose to identify an extension activity to move learning on further.</li> </ul>
<b>Phase 2</b> <i>Plan and write independently</i>	<ul style="list-style-type: none"> <li>• This piece of work will be marked using 1:1 editing. Throughout the year, children will be taught how to edit</li> <li>- The final piece will be assessed on the Year group writing assessment grid.</li> </ul>





## Key Stage 2

Marking codes	
sp	spelling
p	punctuation
g	grammar
^	missing word
//	new paragraph
V	Verbal feedback given

### Every day expectations

- All work is to have a learning objective written, by the pupils, at the top of the piece of work, alongside the long date. The learning objective should be written on the left, the date on the top right.
- All marking is to be completed in green pen.
- It should be clearly identified at the top of the piece of work if it has been guided, or supported by a teacher or teaching assistant (G or WS).
- Any editing or self and peer evaluation should be completed by children using a blue pen/pencil.
- Children should respond to all marking (in blue pen/pencil) including but not limited to: corrections, spelling/punctuation errors and 'next, steps' comments. They should be provided with time to do this.

Marking and feedback	
<b>Phase 1 and 2</b>  <i>SPAG Focus, linguistic features and guided write</i>	<ul style="list-style-type: none"> <li>- Marking and feedback will be focused on the learning objective for each session.</li> <li>- Teaching staff will mark in depth at least once a week for each child.</li> <li>- Support staff and teaching staff may also complete 'light touch' marking throughout the week, ensuring errors and misconceptions are addressed.</li> <li>- Peer assessment at the end of the guided write based on the features of the genre.</li> </ul>
	Next Steps/Extension
	<ul style="list-style-type: none"> <li>- Each child will have one next step, individual to their learning and needs, identified per week.</li> <li>- Where appropriate, teachers may choose to identify an extension activity to move learning on further.</li> </ul>
<b>Phase 3</b> <i>Plan and final piece</i>	<ul style="list-style-type: none"> <li>•</li> <li>- This piece of work will be marked using 1:1 editing</li> <li>- The final piece will be assessed on the Year group writing assessment grid.</li> </ul>





## EYFS

Marking codes	
V	Verbal feedback given (area noted)

- All work is to have a Learning objective alongside the long date
- All written marking is to be completed in green pen.
- All next steps should be written in green pen.
- An orange highlighter should be used to model any letter formation practice.

Marking and feedback
<ul style="list-style-type: none"> <li>- Children will complete at least one piece of adult led work, to be logged in their Literacy books.</li> <li>- Adults will model reading a child's work back to them, children will then be encouraged to read their work back, aloud to the adult.</li> <li>- Marking and feedback will be focused on the learning objective for each session.</li> <li>- Children may receive feedback on their effort, this can be verbal or written.</li> </ul>
Next Steps/Extension
<ul style="list-style-type: none"> <li>- Each child will have one next step, individual to their learning and needs, identified per week.</li> <li>- Where appropriate, teachers may choose to identify an extension activity to move learning on further.</li> <li>- During the Summer Term, some children will be expected to complete 2 or more pieces of adult led Literacy work a week. This will be logged in their Literacy books and marked according to the above policy.</li> </ul>
• Assessment
<ul style="list-style-type: none"> <li>- Once a half term, children will complete one piece of fully independent, assessed writing. This will be assessed using the year group writing assessment grid.</li> </ul>



## 5.2. Maths Marking and Feedback Policy

### Key Stage 1



#### Everyday expectations

- All work is to have a Learning objective typed onto a sticker, stuck at the top of the piece of work, alongside the short numerical date. The learning objective should be on the left, the date on the top right.
- All marking is to be completed in green pen.
- It should be clearly identified at the top of the piece of work if it has been guided, or supported by a teacher or teaching assistant (G or WS).
- Any editing or self and peer evaluation should be completed by children using a blue pen.
- Children should respond to all marking including but not limited to: corrections and 'next' comments. They should be provided with

<b>Marking and feedback</b>
<ul style="list-style-type: none"><li>- Marking and feedback will be focused on the learning objective for each session.</li><li>- Children may receive feedback on their effort, this can be verbal (identified by a V) or written.</li></ul>
<b>Next Steps/Extension</b>
<ul style="list-style-type: none"><li>- Each child will have at least one next step, identified per week.</li><li>- Where appropriate, teachers may choose to identify an extension activity to move learning on further.</li></ul>
•
<b>Assessment</b>
<ul style="list-style-type: none"><li>- After every unit, children will complete a White Rose maths assessment relating to what has been taught. This is to be marked and stuck into the childrens' books.</li></ul>





## Key Stage 2

### Every day expectations

- All work is to have a learning objective written, by the pupils, at the top of the piece of work, alongside the short numerical date. The learning objective should be written on the left, the date on the top right.
- All marking is to be completed in green pen.
- It should be clearly identified at the top of the piece of work if it has been guided, or supported by a teacher or teaching assistant (G or WS).
- Any editing or self and peer evaluation should be completed by children using a blue pen.
- Children should respond to all marking (in blue pen) including but not limited to: corrections and 'next' comments. They should be provided with time to do this.

### **Marking and feedback**

- Marking and feedback will be focused on the learning objective for each session.
- Children may receive feedback on their effort, this can be verbal (identified by a V) or written.

### **Next Steps/Extension**

- Each child will have at least one next step, identified per week.
- Where appropriate, teachers may choose to identify an extension activity to move learning on further.

### **• Assessment**

- After every unit, children will complete a White Rose Maths assessment relating to what has been taught. This is to be marked and stuck into the childrens' books.



## EYFS

- All work is to have a Learning objective typed onto a sticker, stuck at the top of the piece of work, alongside the short numerical date.
- All written marking is to be completed in green pen.
- It should be clearly identified at the top of the piece of work, whether the work has been guided, or supported by a teacher or teaching assistant.
- All next steps should be written in green pen.
- An orange highlighter should be used to model any number formation practice.
- Children should respond to all marking including but not limited to: corrections and 'next' comments. They should be provided with time to do this within the lesson

### **Marking and feedback**

- Children will complete at least one piece of adult led work, to be logged in their Maths books.
- Adults will model reading a child's work back to them, children will then be encouraged to read their work back, aloud to the adult.
- Marking and feedback will be focused on the learning objective for each session.
- Children may receive feedback on their effort, this can be verbal or written.

### **Next Steps/Extension**

- Each child will have a numeral formation sheet and one next step identified per week.
- Where appropriate, teachers may choose to identify an extension activity to move learning on further.
- During the Summer Term, some children will be expected to complete 2 or more pieces of adult led Maths work a week. This will be logged in their Maths books and marked according to the above policy.
- As children's skills develop, they will be exposed to a reasoning question alongside their piece of work to check their deeper understanding.

### **• Assessment**

- Once a term, children will complete a bespoke Maths assessment booklet.

