



## Feedback and Marking Policy

Spring 2025

## Daily Assessment and Feedback (Assessment for Learning)

### Our rationale

*"Feedback is one of the most powerful influences on learning and achievement."  
John Hattie 2007*

*"If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning."  
Dylan Williams*

Southglade Primary and Nursery School is committed to providing constructive and relevant feedback to all children. Feedback will be **Meaningful, Manageable and Motivating**. It focuses on success and improvement needs against learning objectives and personal targets. This enables our children to become reflective, helping them close the gap between what they can currently do and what we would like them to be able to do. Our feedback is a shared two-way activity where the child is actively involved in the process.

### Our aims

- Feedback will accelerate the progress of children and help them to move forward with their learning.
- Feedback will give children direction as to how to improve their work
- All staff will work together giving feedback in a clear and consistent way.
- For feedback to be manageable, meaningful and motivating for teachers and for children
- To have an effective approach which will enable all children to close the gaps in their learning.
- To be accessible to all pupils regardless of age or ability.
- To allow children to have the time to read, reflect and respond to their feedback

### Staff Responsibility

- To ensure that all work is marked in a timely manner using stars and arrows and in a red pen
- To ensure that all written work is annotated throughout English, Maths, Science and Curriculum books using the agreed marking code (see Appendix 1 differentiated marking codes).
- A star stamp should be used next to the Learning Objective to show that the Learning Objective has been achieved.
- An upward green arrow stamp should be used, when there is a clear error or misconception linked to the learning objective to indicate a challenge, editing point or misconception.

- Teachers to provide meaningful and motivating feedback to move children's learning forward, to address misconceptions or to provide further challenge where necessary.
- There is an expectation that children will respond to an upward arrow using a green pen.
- To ensure that spelling errors are challenged and addressed, work will be marked with 'sp' written above incorrect spellings. The spelling is to be corrected in the margin 3 times by the pupil using a green pen.  
Syllable lines may be used to support with this in KS2. Spellings should be written following handwriting expectations and words should be selected which will give the greatest impact eg common exception words.
- All children have a right to receive high quality feedback from their teacher- this will look different depending on the child's ability.
- Staff are encouraged to live mark wherever possible to give immediate, in-the-moment feedback, which is proven to be effective
- Teachers to ensure that children are completing their written feedback and give time for pupils to check and respond to feedback using a green pen.
- Support staff should initial any marking which takes place, including if covering the class.
- If support staff take out children for work to address misconceptions, then they should initial any work in a red pen.

### SLT Responsibility

- SLT will be responsible for ensuring that all staff understand the policy and that it is included in the induction programme of any new staff.
- SLT will be responsible for checking that the feedback policy is being followed accurately and consistently in all subjects and providing guidance where appropriate through work scrutiny, lesson observations and learning walks.

### Pupil Responsibility

- Children are expected to complete their written feedback to the expected standard in neat handwriting using green pen.

### Further agreed feedback and marking strategies

At Southglade Primary and Nursery School, all staff will mark and give feedback using the following strategies: -

- Work that has been supported or guided will be identified with the letter G.
- Where Verbal feedback is given, VF is written next to the misconception that was addressed.



## Appendix 1

### Feedback and Marking Code in Foundation Stage

The information below is a code used by F2 and Nursery staff to identify support level given with children's activities. It will be used on all work kept in children's Learning Journeys and on Evidence Me observations.



| code | meaning         | definition   |
|------|-----------------|--|
| I    | Independent     | done without any adult or peer support                       |
| G    | Guided          | pre-planned activity modelled by and completed with an adult |
| CI   | Child Initiated | chosen by the child, usually within continuous provision     |
| S    | Support         | Child needed additional support from an adult                |

In the summer term staff will begin to introduce elements of the Year 1 Marking and Feedback code, according to pupil's ability and readiness.



| G   | Guided / supported work   |
|---|---|
|  Star stamp     | A star stamp is given next to the Learning Objective if the Learning Objective has been achieved.   |
|  Arrow (stamp) | Symbols drawn for target identified for one piece of work each week. Targets given twice a week for HA pupils. This target is to be dated once it has been met in 2 pieces. |

Targets will be set for writing, to include Capital Letters, Full stops, finger spaces, letter formation.

## Feedback and Marking Code – Key Stage 1

| Feedback and Marking Code   |  |
|---|--|
| ✓   | This is correct or good choice e.g. word, punctuation  |
| ✓✓  | Outstanding word choice  |
| X   | This is incorrect  |
| Sp  | <b>Spelling Mistake</b><br>Write the correct spelling in the margin (1 spelling to write 3 times)  |
| <hr style="width: 30%; margin-left: 0;"/>   | <b>What is incorrect here?</b><br>Capital letter, number formation, letter formation, word<br>Model this correction under the piece of work (to write 3 times) |
| <b>Missing punctuation</b><br>Write the missing mark where it should be.                          |  |
| Write correct capital letter on top of lower case   | Capital letter   |
| .   | Full stop  |
| ,   | Comma  |
| !   | Exclamation mark   |
| ?   | Question mark  |
| '   | Apostrophe   |
| G   | Guided / supported work  |
| I   | Independent  |
| VF  | Verbal Feedback Given  |
|  Star stamp    | A star stamp is given next to the Learning Objective if the Learning Objective has been achieved.  |
|  Arrow (stamp) | An upward arrow will be used, when appropriate to indicate a challenge, editing point or misconception which is linked to the piece of work.                   |

## Feedback and Marking Code – Key Stage 2

| Feedback and Marking Code   |  |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
|---|--|----|----------------|---|-----------|---|-------|---|------------------|---|---------------|-----|--------------|-----|----------|---|------------|---|-------|---|------------|-----|----------|
| ✓   | This is correct or good choice e.g. word, punctuation  |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| ✓✓  | Outstanding choice e.g. word / punctuation   |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| x   | Incorrect  |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| Sp  | <b>Spelling Mistake</b><br>Correct the spelling  |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| ~~~<br>(wiggly line)  | <b>Does this make sense?</b><br>Re-read and correct your work  |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| ∧   | <b>Missing Word</b><br>Read your work and add the missing word   |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| P   | <b>Missing punctuation</b><br>Find out what the missing mark is and write it down. <table border="1" data-bbox="799 801 1353 1249"> <tbody> <tr> <td>CL</td> <td>Capital letter</td> </tr> <tr> <td>.</td> <td>Full stop</td> </tr> <tr> <td>,</td> <td>Comma</td> </tr> <tr> <td>!</td> <td>Exclamation mark</td> </tr> <tr> <td>?</td> <td>Question mark</td> </tr> <tr> <td>“ ”</td> <td>Speech marks</td> </tr> <tr> <td>( )</td> <td>Brackets</td> </tr> <tr> <td>;</td> <td>Semi-colon</td> </tr> <tr> <td>:</td> <td>Colon</td> </tr> <tr> <td>'</td> <td>Apostrophe</td> </tr> <tr> <td>...</td> <td>Ellipsis</td> </tr> </tbody> </table> | CL | Capital letter | . | Full stop | , | Comma | ! | Exclamation mark | ? | Question mark | “ ” | Speech marks | ( ) | Brackets | ; | Semi-colon | : | Colon | ' | Apostrophe | ... | Ellipsis |
| CL  | Capital letter   |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| .   | Full stop  |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| ,   | Comma  |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| !   | Exclamation mark   |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| ?   | Question mark  |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| “ ”   | Speech marks   |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| ( )   | Brackets   |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| ;   | Semi-colon   |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| :   | Colon  |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| '   | Apostrophe   |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| ...   | Ellipsis   |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| //  | New paragraph needed<br>Use a new paragraph  |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| G   | Guided / supported Work  |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
| VF  | VF given   |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
|  Star stamp  | A star stamp is given next to the Learning Objective if the Learning Objective has been achieved.  |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |
|  Arrow stamp | An upward arrow will be used, when appropriate to indicate a challenge, editing point or misconception which is linked to the piece of work.   |    |                |   |           |   |       |   |                  |   |               |     |              |     |          |   |            |   |       |   |            |     |          |