



# **Abingdon Primary School**

## **Marking and Feedback Policy**

Policy reviewed: February 2026

Next review: February 2028

At Abingdon Primary School we strive to provide a secure, happy and caring environment in which everyone feels motivated to learn through challenging themselves. We endeavour to create a school where all children and staff feel valued and are encouraged to fulfil their potential. Our core values foster respect, responsibility and resilience and the working of this policy should reflect these.

This policy should be evident and consistently used in all books across the whole curriculum. It will outline how Abingdon Primary School uses feedback and marking to maximise children's learning outcomes. The implementation of this policy is the responsibility of all staff.

## **1. Aims**

Marking is an integral part of classroom practice and has the following aims:

- To provide pupils with a system which clearly shows what they have achieved and how to develop and improve their understanding
- To give pupils the opportunity to independently spot mistakes and edit/correct their work
- To give value to the children's work
- To give the children encouragement to embrace challenges
- To convey to pupil's the teacher's expectations of their work
- To provide consistency across the whole school and within year group classes

## **2. Marking symbols for all written subjects including Foundation subjects, science and reading**

Marking in all key stages by staff should be completed in **purple pen** and all feedback by the children should be responded to in **green pen**.

The marking symbols should be used in all subjects. A specific focus should be given towards identifying presentation, spelling and punctuation to ensure consistency across the curriculum.

Whole class marking is acceptable when the answers are not ambiguous, however should be closely monitored by the teacher.

**Written comments are necessary when next step needs to be identified to push the learning on. Children should then be given the opportunity to respond in green pen.**

Positive feedback can be given where appropriate, stamps and stickers can be used however they must not affect the presentation of the children's work.

**See marking code on next page (These should be displayed in classrooms)**



## Abingdon Primary School – Marking Codes

Staff should use the following codes in all books: (blue – written work particularly English)

✓	Correct answer
✓✓	Very well done
.	Incorrect answer
VF	verbal feedback
I	independent work (only for children who would normally be supported)
TA	teaching assistant supported work
T	teacher supported work
FS	Finger spaces
A	capital letters
P	punctuation error- children must write correct punctuation next to the mistake. In KS2, the P is written in the margin for the children to find the mistake independently.
SP	spelling (For less secure spellers, this should be written above the misspelt word, for more able spellers, this can be written in the margin for children to identify independently)
SPH	homophone spelt incorrectly
^	to indicate missing words

In all lessons, work must be punctuated correctly according to their year group. All children should attempt to use neat, joined handwriting, which follows the Martin Harvey handwriting scheme. If any mistakes have been made, the teacher will write the correct symbol (see above) next to the mistake and the child will correct it in green pen. **Time is put aside in each lesson for the children to respond to marking.**

Staff should strive to ‘live mark’ as much as they can so that the pupil can edit in the moment as well as to support their own work life balance.

Teaching assistants assigned a group to work with in the lesson should be responsible for the marking of that group using the marking policy.

Each classroom has a challenge stamp for staff to use in all books. Staff can stamp it and write feedback which will illicit further thoughts from the child to move their learning on.



- \* Asterisk to be used before a written next step that is not linked to a challenge. One next step should be written in English and Maths each week.

### 3. Maths

In maths we use these symbols from the marking code:

✓	Correct answer
✓✓	Very well done
.	Incorrect answer
VF	verbal feedback
I	independent work (only for children who would normally be supported)
TA	teaching assistant supported work
T	teacher supported work

Maths should be marked every day and, where appropriate, during the lesson to provide instant feedback.

At some point during **every** lesson, children should have the opportunity to edit/correct their work.

Whole class marking is acceptable, the children must use a dot or a tick to indicate a correct or incorrect answer in green pens. Teachers should monitor the accuracy of pupil marking.

From whole class marking, children who require point of need intervention can be identified, this must be actioned as soon as possible. This information can then be used in class intervention plans.

### Writing

Pupils should be given time for editing during the lesson

In writing, teachers 'live mark' the children's writing during all lessons. Spelling and punctuation errors should be identified using marking code and children should have a chance to correct these in green editing pens.

Within both KS1 and KS2 teachers should conduct an in-depth mark after the children's 'draft write'. Teachers should spend time reading the child's writing and should give relevant,

constructive and purposeful feedback. Children will be given a 'next step' at least once per week and be given the opportunity to respond.

Time to respond to the teacher feedback and edit their work must be given during the lesson or in the following lesson.

When editing, children must use a numbering code to ensure their edits are presented neatly.

Eg:

Key Stage 1 + LKS2 where needed

Key spellings are written out underneath the work for children to practise  
Teachers use the number modelling and write the numbers for them as well as show them the procedure

Key Stage 2

On a crisp November morning, the ① sky shimmered above the rooftops and onto the frost covered street below. In the distance, a solitary street lamp ② casted light on the glistening scene.  
① sapphire-blue  
② stood blinking - casting light on the street below.

Teachers should also put the marking code in the margin (Y2 onwards) during independent write marking so that children can independently edit.

5. EYFS -Reception

After focus work, children's learning is marked using a feedback stamp. This shows whether the task was teacher or adult assisted or independent. Children are consistently provided with verbal feedback (VF) and their misconceptions are modelled by the adult. When appropriate, (usually in Summer term) feedback stickers are also used which show capital letters, finger spaces and full stops. Reception use the following marking code:

✓	Correct answer
.	Incorrect answer
RAG rated learning objectives	

Teacher supported .....(written)

Teacher challenged..... (written)

**Linked policies:**

Handwriting policy

Teaching and learning policy

Presentation policy

