



Marking and Feedback Policy

September 2026

This policy is intended to ensure consistency across the school in terms of marking practice and help to maximise individual children's progress through effective feedback to children.

Rationale

To ensure that all children at West Street Primary School have their work marked with the aim of

- moving them forward with their learning
- developing their self-confidence
- raising self-esteem
- providing opportunities for self-assessment and editing
- developing independent learning

As a result of this policy there will be greater consistency in the way that children's work is marked across the National Curriculum Key Stages.

Marking should enhance learning through:

- Providing feedback about what they have completed so far
- Drawing children's attention to what they need to improve
- Giving next steps

Agreed Procedure

- Learning objectives and success criteria are shared with the children as these are central to the marking process. Teachers should draw attention to examples of success.
- **Basic skills of grammar, punctuation, spelling and handwriting are marked in all curriculum areas**

- **All work must be marked before the next lesson in that subject in order to enable the children to reflect and respond to the feedback whilst it is still relevant**

Work should be marked against the success criteria – possible strategies include:

1. Identifying the pupil's success
 2. Indicating improvements
 3. Giving a next step to push learning forward
 4. Giving the pupil time to make the improvement
- A variety of approaches are taken to mark work e.g. one-to-one discussion with the teacher/teaching assistant; individual self-assessment (using green pen); children marking each other's work (peer assessment)
 - **Staff in Key Stage 1 and Key Stage 2 use post it notes/tags to indicate the need for a pupil to respond to marking**
 - **Time is given, on a regular basis, for children to read comments and make a response (when appropriate) including corrections and/or improvements**
 - Comments should focus upon key issues linked to lesson objectives, success criteria and individual targets
 - Teachers should include formative comments that inform children's learning e.g. directing children to the next stage in their learning. Example: Now try to work out the perimeter of each shape
 - Marking criteria should be shared with children using a checklist or visual success criteria to refer to marking their own or others' work
 - **When marking, staff should model the handwriting expectations that is expected of the children. We follow the Nelson Handwriting scheme. See below.**
 - Next steps should include questions, reminders, scaffold (an example of what they need to do), example (exact sentences, words or processes to copy)

At all stages any adult marking work, other than the teacher, should initial it.

Marking scheme

EYFS1	• Very early positive marking
EYFS2	• Positive marking of work • Various ticks for phonic knowledge • Stamps – aided / unaided, smiley faces • Specific stickers aimed at progress in a certain area • Comments on success to inform progress and assessment
KS1 & KS2	• Positive marking of work • Symbols as outlined below • Stickers as appropriate • Comments relevant to learning objective & next steps • Dojo Points

During writing sessions Visual Success Criteria must be used.

	Handwriting Write on the line ✗ Write on the line! ✓	Check your spelling 	Does it make sense? 		Conjunctions 
---	---	--	--	---	---

At the end of each piece of writing children should self-assess using green pen, ticking the objectives they think they have achieved.

Teachers should then tick the objectives the children have actually achieved based on evidence in the child's writing. Each objective achieved is worth one dojo. Any objectives which have not been achieved should be highlighted to show next steps.

Marking scheme (particularly relevant for Y3-Y6 but used as appropriate in KSI)

When you see this.....

*

→

Highlighted part eg **frim africa**

^

~~Word~~

//

?

X

√

√√ or a special sticker

I

S

M

VF

TA

CT

It means this....

Something positive

Next steps or a correction

Word spelt wrong/punctuation missing/grammatical error – correct it

A word is missing

Word(s) not needed

PARAGRAPH (start a new one)

It doesn't make sense - read through and correct

The answer is not fully correct

Correct answer/good

Something REALLY good

Independent work

Supported work

Modelled work

This work has been discussed verbally with an adult

Teaching Assistant support/marked (T.A. to initial)

Class Teacher support

Marking symbols and self-assessment system to be displayed in every classroom.

In Maths use the self-assessment traffic lights when you have finished your work.

	I found this work easy and understand it.
	I found this work a little bit hard then got the hang of it.
	I found this work really hard and do not understand it.

When you see this..	It means this....
	Something positive
	Next steps or a correction Highlight
Highlighted part e.g. frim africa	Word spelt wrong/ punctuation missing/ grammatical error – correct it
^	A word is missing
Word	Word(s) not needed
//	PARAGRAPH (start a new one)
?	It doesn't make sense - read through and correct

X	The answer is not fully correct Highlight
✓	Correct answer/good
✓✓ or a special sticker	Something REALLY good
I	Independent work
S	Supported work
M	Modelled work
VF	This work has been discussed verbally with an adult
T.A.	Teaching Assistant support/marked (T.A. to initial)
CT	Class Teacher support

How handwriting should be modelled when marking:

I fell asleep in class
today
as I was awfully bored
I laid my head upon
my desk
and fell asleep and snored

big green