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<p>Policy: Marking and Feedback Policy</p>
<p>Ratified by Staff: May 2026 Review date: May 2027</p>

1. INTRODUCTION

The marking and feedback policy is a working document which generates and informs good practice and promotes learning in our school.

At Fleet Infant School we believe that marking and feedback should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance. As well as marking to Learning Objectives, we will identify a target, where possible, to improve children’s attainment and progress. In this way we hope to enable every child to achieve their full potential.

2. POLICY PRINCIPLES

Marking and feedback should:

- Relate to learning objectives and success criteria, which must be shared with the children.
- Include and involve all adults working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Inform future planning and individual target setting.
- Be consistent throughout the school, with set codes and strategies in place.
- Be underpinned by the confidence that every pupil can improve.
- Be seen by children as a positive means to improving their learning.

3. POLICY AIMS

We recognise that marking and feedback are crucial to the assessment process and, if done effectively, can enable children to become independent and confident to take the next learning step. To ensure that marking and feedback are effective and empower the learner we aim to:

- Establish opportunities for prompt and regular written or spoken feedback with children as part of our daily routine where an adult has worked directly with a child or group.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers are selective in the aspects they choose to comment on so that marking is always a positive experience
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way but linking effort to specific skills or understanding.
- Ensure that teachers use the information gained through marking and assessment for learning, together with other information to adjust future teaching plans.
- Provide children with time to act on the feedback they are given regularly.

4. STRATEGIES

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At Fleet Infant School we have decided to use a combination of the following strategies to enhance our teaching and essentially help children move their learning on.

Written Feedback

Where a learning objective is on a piece of work, a **green** highlighter is used to highlight the learning objective if it has been achieved and areas in the work that link to the learning objective (KS1 only) in maths and foundation subjects. In English the green highlighter underlines examples of the main objective for that piece e.g. adjectives

Purple comment (Prove it Purple) will ask the children to respond to a comment, alongside a teacher, on something they need to do to improve their work. A purple pen is used when children edit their work (KS1 and EYFS).

A **blue** highlight, tick or a comment will link directly to the children's target, identified at the front of their literacy book. Once a target has been achieved it will be ticked on the page and coloured in and dated on the target sheet. Children will receive a new target and a silver smiley faced sticker to show they have achieved the previous one, one for them and one in the book (KS1 only).

The following codes should be added to pieces of work to indicate the nature of the work, and where verbal feedback has been given.

T = an adult has spoken to the child about their work

I = the work has been completed independently

S = work has been supported by an adult (please comment on support)

S+ = a lot of support was given

S/I = support needed initially but was able to carry on independently

G = guided work in a small group

PW = paired work

GW = Group work

SC = Self chosen (Year R)

CI = Child Initiated (Year R)

WC = Whole Class work

Verbal Feedback and Editing

Teachers will make time to discuss their marking and feedback with all children regularly. This discussion should allow time for children to edit and improve their work in purple pen (where appropriate), with a clear indication that this process has occurred (initial, short comment, tick or date).

Oral Feedback

The learning objective should always be considered when giving oral feedback.

Marking

Children need to be able to read and understand written comments and, in some cases, this may be read to them. Where possible marking and feedback can occur within the lesson so that learning and misconceptions are addressed immediately. In EYFS, the feedback will be given verbally to the child.

Where feedback is written children need to be allowed time to read, or have read to them, marking prior to starting their next piece of work.

Plenary sessions

These may be used to respond to children's work by looking at examples of completed tasks and comparing outcomes with learning objectives. They can also be used during lessons to support learning.

Maths

Yellow highlight of errors to be corrected, 'rethinks', in maths (KS1 and EYFS). Tick in **green** when done.

Rubbers are not to be used in Maths apart from when constructing graphs. When a child makes a mistake, he/she should cross it through using one neat line. When an adult identifies an error, it should be highlighted with a yellow highlighter pen. Children should be encouraged to 'rethink' the answer rather than be told it is wrong. Rethinks should be praised and viewed positively. Children should write their new answer in a space NOT on top of the original answer that has been highlighted.

Other areas of the Curriculum

Rubbers may be used for other areas of the curriculum in Key Stage 1 classes at the discretion of the adult. Where a child uses a rubber too frequently it should be taken away. In Year R staff will decide when it is appropriate for children to use a rubber.

As a minimum, all work must have a date and initial and the level of support given identified.

Early Years Foundation Stage

In the Early Years Foundation Stage adults always talk to children about their learning whether or not it is recorded. Adults will talk about how children can improve and extend their learning as part of this dialogue.

A pink highlighter may also be used to support children's progress by:

- Showing a child, the space to write a word, to support the understanding of the spacing between words
- To model the correct formation of a letter for the child to trace/copy
- To model the correct spelling of a word

Later on in the year, purple pen may be introduced to children who are ready to edit their work.

MONITORING AND EVALUATION

The Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff. The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements, progress and next steps. The performance indicators will be:

- An improvement in children's attainment
- Consistency in teachers' marking and feedback across the school