

Finding the best in everyone



*Marking and
Feedback Policy*

Felbridge Primary School values every pupil as an individual. Where required, we will make reasonable adjustments to this policy and follow statutory SEND and equality guidance to secure positive outcomes.

Aims

- Make explicit to the whole school community our approach to providing feedback on pupils' work.
- Encourage pupils to raise their achievement and develop their self-esteem by giving feedback that is positive but developmental in nature.
- Make pupils aware of the next steps in their learning.
- Promote consistency of practice.

Principles

Marking and feedback should:

- Be meaningful, manageable and motivating.
- Involve all adults working with children in the classroom.
- Give pupils opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Be accessible and inclusive.
- Be seen by pupils as positive in improving their learning.
- Give clear strategies for improvement.
- Allow specific time for pupils to read, reflect and respond.
- Involve pupils, both as self-markers and in peer marking.

Pupils will be expected to...

- Write the date.
- Write the learning objective.
- Use a ruler for underlining.
- Write their level of understanding (1-4)
- Take pride in their presentation.
- Read and respond to marking.

NB: These steps are introduced at an age appropriate stage.

Marking expectations

- Highlight learning objective:
 - *green* - *learning understood*
 - *orange* - *learning partially understood*
 - *pink* - *learning not understood yet*
- Identify age-appropriate errors for children to respond to
 - *pink pen*
- Include closing the gap comments, as appropriate.
 - *pink pen*
- Identify correct work and give praise
 - *green pen*
- Provide verbal feedback (vf) when appropriate
- **Mark and feedback, in the moment (live), whenever possible**

Pupil self and peer assessment

Pupils are encouraged to be aware of how well they are doing in their work through using self and peer assessment techniques.

For example:

- fingers to five (level of understanding)
- colour-coding
- self-marking
- peer-review/self-review
- visualiser - modelling marking/editing.

Pupil response to marking

Pupils are given time at the beginning of lessons to read and respond to marking. This is completed using a *purple pen*.

Marking codes

s	support
o	punctuation missing or incorrect
^	missing word
vf	verbal feedback
	spelling error
✓	correct
○	incorrect
?	Does this make sense?
//	new paragraph
sp	spelling error
l	finger space
●	calculation incorrect
✓	Calculation correct

Five Finger Check (non-negotiables)

R	P honics L etter formations F inger spaces C apital letters F ull stops
1 / 2	P honics H andwriting I nteresting words C apital letters F ull stops
3	S entence variety H andwriting R and of punctuation I nteresting words and phrases S pelling
4 / 5 / 6	S entence variety I deas organised R ange of punctuation I nteresting words and phrases S pelling

Monitoring and evaluation

This is an agreed, whole school policy. As such, all teachers are expected to apply it consistently.

The impact of the Marking and Feedback Policy is reviewed regularly within lesson observations and as part of explicit book scrutinies conducted by the school's Senior Leadership Team (SLT) and subject leaders.

Outcomes are shared to enhance best practice and also form part of judgements made at appraisals.



Policy written: September 2026

Policy review: September 2027