



Marking and Feedback Policy

Reviewed by:	Maria Hafalla - Deputy Head Academic	September 2025
Approved by:	Trish Watt - Headmistress	September 2025
Governor Approval:	Suzie Longstaff	September 2025
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Introduction

At Eaton Square Prep School we believe that outstanding teachers are interventionists. Both through marking the child's work and providing feedback, the teachers are intervening and promoting growth. If marking and feedback is provided effectively, it has a huge impact on the child's learning and their engagement.

'How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.'

Marking and feedback improves outcomes by:

- Supporting children to become independent learners: taking ownership and improving their confidence in reviewing their own work.
- Opening up a dialogue with children about progress; and giving clear, appropriate feedback about strengths and weaknesses in their work.
- Recognising, encouraging and rewarding children's efforts and achievement, and celebrating success.
- Assessing and recording where a child is with their learning and identifying children who need additional support/more challenging work.
- Assisting in future curriculum planning.
- Informing children what they have done well and how their work could be amended and improved in relation to assessment criteria.
- Helping children understand the standards they need to reach in order to achieve suitable outcomes in external examinations.

Delivery of Marking and Feedback

This is most effectively delivered through a combination of written marking and verbal feedback. Teachers provide feedback throughout every lesson in the classroom, and they have a significant impact on the child's learning both through providing this immediate feedback, as well as in the children's books after the lesson. If children are to develop as independent learners, with an awareness of their own strengths and targets for development, it is essential that all teachers consistently ensure that:

- They provide any verbal feedback to the children within the lesson, and any written marking is completed in a timely fashion, ideally by the next lesson. This ensures that children remember the activity and are able to understand and act upon the corrections.
- Marking and feedback methods are consistently applied by all those working with children in school, including support staff.

- The children are made aware of the learning objective, the purpose of the task and the relevant success criteria. (This is what we are going to do, and this is what you should aim to achieve.)
- In addition to assessing the children against the learning objective, they also assess them based on their factual knowledge, neatness, the quality of their ideas and creativity.
- The learning needs of individual children are catered for, across the EAL and SEND spectrum, and that the work is pitched and assessed appropriately.
- The children have the opportunity for peer- and self-assessment to develop skills in identifying how to amend or improve a piece of work.
- Where appropriate, marking and feedback is linked directly to children's individual learning targets.
- Basic skills, e.g. Language/Literacy and Numeracy, are developed and enhanced by teacher input in all curriculum areas.
- Stickers are used to motivate children and for work of a high quality. Marking and feedback should be fully integrated with our system of rewards, including house points and merit certificates.
- Where possible marking and feedback takes place with the children. This offers guidance as to whether learning targets have been met and suggests the next steps the children should take in their learning.

All teachers will:

- Provide pupils with regular marking and feedback
- Close the gap using specific target setting and questioning
- Provide time in lessons to review work from previous lessons and respond to marking
- Adjust planning in light of marking
- Make learning intentions and success criteria explicit
- Involve pupils in the process
- Ensure pupils are clear about the teacher expectations
- Use pupils' work as exemplars
- Use marking and assessment to inform future target setting
- Mark alongside other colleagues within their year group or department

All pupils will:

- Read feedback in books, make sure they understand it and what they need to do to improve their work
- Reflect and act on the marking and feedback from the teacher
- Respond to the teacher feedback showing what they have done to improve their work
- Self-mark and peer assess
- Use a purple pen to respond to teacher's feedback

Written Marking

- Marking must be legible, neat and clear in meaning. Green ink is to be used.
- Teachers are encouraged to write short, clear, constructive and positive comments related to the child's targets or to the success criteria for the lesson's learning objective. Rambling, vague and negative comments should not be made.
- Teachers should always assess the child's learning in relation to the learning objective/success criteria.
- Teachers can use green highlighting to specify work that is of a high standard and that meets success criteria, while pink highlighting can be used to identify a section of work that can be improved (e.g., a spelling error that needs to be corrected.)

- Children can use yellow highlighting to identify a section of their own work that meet the success criteria. (Highlight three examples where you used ambitious vocabulary.)
- Sensitivity should always be shown towards children's work and positive comments should precede any targets for improvement where appropriate.
- Marking should be developmental, e.g. target setting. Marking codes with a range of symbols are used by teachers to introduce various developmental comments.

The General Marking Code should be displayed in the classroom for all to see and for children to refer to.

These are also included in their homework diaries so that they can refer to them during lessons.

Communicate expectations and codes at the start of the term. This will be different for different subjects.

Teachers should ensure children use the code when peer assessing each other's work.

Children's names should be used in a written comment, as this personalises it.

Peer or self-assessment against learning objectives and success criteria may be used where appropriate, and teacher-pupils dialogue is strongly encouraged. These help to empower a child to identify their learning needs, convey any difficulties to the teacher and may inform future targets.

Purple pens are provided for each child to distinguish their self-assessment from the rest of their work, as well as their responses to either teacher or peer assessment.

Self-assessment involving marking of answers should be used in very limited cases and always be accompanied by teacher oversight and comment. However, children are encouraged to self-assess whether they have met the success criteria. If they do this before you mark their work, they can then highlight (in yellow) parts of their work to show how they have met the success criteria.

Teachers should try not to use written comments on the children first draft; other techniques, such as verbal feedback, should be used first to allow children time to go back to improve.

Written comments should invite children into a dialogue that is very constructive, encouraging engagement between pupils and teacher.

Providing the pupils with the tools to 'self-scaffold' is ideal. Highlighting (in pink) or written comments encourage children to improve their work on their own.

SEND pupils and their needs should always be considered, and the potential for cognitive overload should be taken into account when providing feedback. You may tell them what to improve but they may not remember, due to cognitive overload.

Nursery and Reception should mark the children's books as follows:

- Use a green pen.
- State whether the work has been completed independently (I) or with the teacher's support (S).
- Write a short comment to praise and celebrate children's work, i.e. 'Well done', 'Good work', 'Great effort', 'Fantastic!', 'I really like the way you formed your letters today', etc.
- Use stickers to praise children's work. Paste these on the page.



Spelling and Grammar Corrections

All teachers are responsible for correcting children's spelling and grammar.

Spelling

Teachers should choose key spelling mistakes for the child to correct from a piece of written work. They should underline the word and write 'Sp' in the margin. The correctly spelt word (preceded by SP) should then be written below the piece of work and the child should be directed to copy it 3 times below, to practise the correct spelling. If appropriate, pink highlighting can be used, and children can independently identify the misspelled word and correct it.

In Nursery, Reception and Year 1 spelling corrections should normally be limited to words the child should know, CVC and CCVC words containing phonemes taught in class and one or two high frequency words. The teachers should accommodate this depending on the ability of each individual child.

From Year 2 upwards, high frequency words and important subject specific words should be corrected if spelled incorrectly. An average of three spelling mistakes per piece of work should be corrected.

Children should be encouraged to transfer these words into the notes section of their Homework Diary. This condenses the spelling corrections into one place and allows for periodic testing by peers/teachers.

Grammar

Teachers across all subjects are responsible for applying the Marking Policy related to Punctuation and Grammar.

In Reception and Year 1 correct basic punctuation (such as full stops and capital letters) is to be encouraged. Mistakes should be corrected and commented on once taught.

From Year 2 upwards, the correct use of grammar and punctuation is to be encouraged. Incorrect use of grammar and punctuation is to be corrected and commented upon.

Verbal Feedback

When providing feedback to pupils verbally, teachers should ideally do so in the same lesson if possible, so that it has the greatest impact.

Teachers may use the VF (Verbal Feedback) stamps to indicate that feedback has been provided to that pupil verbally.

Comments need to be both positive and developmental.

It is essential that the pupils understand and remember the feedback the teacher gives them and that they have learnt from it.

The teacher may deliver verbal feedback either to a pupil individually or to the group, but in both cases it is essential that the children respond to that feedback and that the impact is clear.

Feedback that makes the pupils think for themselves is vital to encourage independence.



One of the following should take place to help the pupils learn from any mistakes they have made:

- the pupils can make a note of the feedback provided by the teacher or they can write some key words in purple pen around the VF stamp.
- the teacher can write one or two key words as a prompt for the pupils to remember the discussion they had.
- the children could respond to the feedback in purple pen, demonstrating that they have improved their work as a result of the feedback given.

Target Setting and Questions

When providing feedback to children, you can set them a target or pose a question to help them improve their learning.

When setting a target, this can be based on a skill they wish the child to develop.

When posing a question, this should guide the child to further their learning.

Examples of targets: To label the graph axis correctly

To use a variety of time connectives

Examples of questions: Why is it a good idea to....?

Can you identify two adjectives you have used?

Providing Feedback on Surface Go/Pro Device

When a child completes their work on their own 1:1 Surface Go/Pro device, feedback should still be provided in the same ways as outlined above. This policy applies equally to work completed in books and on the devices.

Teachers should encourage children to submit their work through TEAMS, where possible, to allow for feedback to be provided in the Grades section.

Teachers should follow the same guidelines as above in terms of the amount of work that should be marked in depth, and when doing so on TEAMS they should always aim to provide a positive comment and something to work on. The children can then be directed to improve/edit their work in a subsequent lesson.

Teachers should use the Surface device pen to make corrections directly onto the pupils's work, where possible.

Spelling mistakes should also be flagged and corrected in the same way. General comments about grammatical mistakes may also be made.

Frequency of Marking and Feedback



Teachers should select which key pieces of work should be marked in depth. It is essential that these pieces of work are marked with clear targets set and questions posed to the child. Moreover, it is important that the child is allowed time to reflect on this written marking (see section below on 'DIRT' time).

All other work (that is not marked in depth) should be assessed by the teacher through verbal feedback, self-assessment, peer assessment, short comments and/or success criteria tick sheets at the top or bottom of the work.

Teachers should identify errors where they occur (e.g. ticks and crosses for Maths/spellings for English).

Teachers can also use stickers with specific guidance (e.g. 'check your punctuation' or 'make sure you show your working out').

Please see below for guidance on how often work should be marked in depth for each subject:

English and Maths

In depth once per week (minimum)

Other subjects (Humanities, Science, Art, and MFL)

In depth as follows: 3 x per half term in Autumn Term

2 x per half term in Spring/Summer Term

Reasoning

In depth comments can be made when necessary. All work should be marked to show what they have answered correctly.

Building in Time for Reflection (DIRT)

When written feedback is provided, time needs to be built into lesson/activity sessions for children to reflect on any marking and respond to this. Pupils responding to feedback is vital if the marking is going to have an impact. To do this effectively, the children need to know what the marking code is, and they need to be taught to find their corrections and to apply the marking code.

Teachers should spend time at the beginning of the year to explain the marking codes to the children and encourage them to become independent learners, engaging with their own work and taking ownership of it. The teacher will then build in 'DIRT' time (Directed, Independent Reflection Time) into their lessons. The action points/DIRT questions then need to have directed time dedicated in the next lesson so they can action the comments. These specific 'DIRT' sessions give the children time to respond to the questions posed.

Classroom displays should reflect what methods the teachers are using. Good to display the 'DIRT' guide in the classroom so they are constantly reminded of it.

Teachers may use homework time for the children to reflect and respond to marking, as long as they know how to do it.

Monitoring of Marking & Feedback

Marking and feedback across the year is monitored by Year Heads; marking across the school is monitored by Subject Coordinators and the Senior Leadership Team.

Moderation and Shared Good Practice meetings should take place across all sections of the School throughout the school year.

*Additional DFE guidance 2021- providing feedback during remote teaching

The guidance for the latest national lockdown sets out the following expectations for remote learning.

Schools and teachers are expected to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Primary schools should ensure pupils have three hours' work a day, on average, across the cohort.
- Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.
- Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.
- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks.
- Provide feedback, using “digitally facilitated or whole-class feedback where appropriate”.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.