Feedback and Marking Policy

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Type of Policy	*Tick* ✓
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

Contents

1	Introduction	*p.1*
2	Aims	*p.1*
3	Associated Policies	*p.2*
4	Definitions	*p.2*
5	Strategies	*p.2*
6	Monitoring Arrangements	*p.4*
7	Appendix A – Marking Code	*p.5*

1. Introduction

This policy aims to give all members of our academy community a clear understanding of effective
marking and feedback at Dudley Infant Academy. We are committed to providing purposeful and instant feedback to pupils, both orally and in writing. Marking intends to serve the purpose of valuing pupils' learning, helping to identify areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a discussion with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. The purpose of feedback is for the child to know how to move their learning on.

2. Aims and Objectives

2.1 The staff at Dudley Infant Academy believe that marking and feedback will:

- Provide positive feedback and encouragement to the child.
- Motivate children.
- Identify and illustrate how children can improve their work.
- Assist the teacher in assessing and planning children's work in terms of next steps.
- Feedback can include written, oral, body language, peer working.
- It can come from children, adults and others.
- Be delivered in a consistent way.

2.2 We need to make sure our marking and feedback is:

- Read, shared and understood by all children;
- Acted upon;
- Used as part of the dialogue to improve learning and progress;

- A two-way relationship;
- Modelled by children when evaluating their own or a peer's work;
- Simple ~ effective impact and achievable in delivery;
- Making an impact on the equality and rate of learning and progress.

2.3 This is done by:

- Providing consistency in common marking strategies throughout the school and across the curriculum.
- Ensuring the children are aware of the purpose and the focus of the marking.
- Building a growing awareness of self-correcting strategies in order to achieve quality work.

3 Associated Policies

This policy should be read in conjunction with the following key academy policies:

- Teaching and Learning Policy
- Assessment Policy

4. Definitions

4.1 Marking

The routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to pupils' written work.

4.2 Feedback

Providing more detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills.

5. Strategies

5.1 EYFS

In the Early Years Foundation Stage, feedback is given verbally at the time of an activity, whether adult led or child initiated and next steps in learning are planned. Children have opportunities to understand what they have done well and what they need to do to improve.

5.2 Key Stage 1

5.2.1 At the beginning of each piece of work there will be a learning intention, WALT, and differentiated skills based success criteria (I can statement). This will be displayed in class and stuck in the book at

the start of the lesson. In wider curriculum books, the academy drivers will be stuck in and highlighted accordingly.

5.2.2 Feedback will be given during the lesson as appropriate e.g. a mini plenary and through guided group work with the teacher or teaching assistant which may be marked accordingly. Where verbal feedback has been given, the teacher or teaching assistant should annotate with the code VF = Verbal Feedback.

5.2.3 Work should be marked daily and at least weekly teachers will undertake quality marking for a piece of work. Children will need to respond to each 'green' comment and improve work using 'purple polishing pens'.

5.2.4 Children will use next steps indicators and/or knowledge of what they need to achieve to ensure that children are taking their learning forward into the next lesson.

5.2.5 At the end of the lesson, children may be encouraged to peer or self- evaluate against the success criteria where appropriate. Teacher will then mark against this by a tick or by indicating NS for Next Steps.

5.2.6 Sentence checkers will be used to support learning and for adults to note if work is independent or assisted.

5.2.7 The use of 'pink' for' tickled pink' and 'green' for 'growth' will be used to identify strengths and weaknesses for the work in relation to the learning intention, which will provide additional feedback for pupils and assist in assessments.

5.2.8 Teachers will model handwriting expectations when writing feedback in children's books.

5.3 Resources for marking

- Marking Code – this must be displayed and adhered to when marking. **See Appendix A.**
- The use of pink and green pens and highlighters will be used when marking. This will show where the child has done well but also indicate an area for growth. Children will then use a

purple polishing pen to improve.

- Teachers may use a stamper to support marking where appropriate.
- Leaders will use 'Principal's Team' stickers and initial when undertaking books looks/reviews.

5.4 Subject specific marking

5.4.1 English

When marking writing, children should be encouraged to expand their vocabulary. The number of spellings corrected will depend on the ability of the particular child and the focus of the marking. It is appropriate to pick out a common misspelling to focus on in terms of learning that particular rule/word family. Children should put dots under a word they are not sure of and then check this when checking and editing work. Teachers will identify mis-spelt words with a *Sp* by the word. The child will be asked to spell the word 3 times or put sound buttons in their work (if appropriate to the child).

5.4.2 Maths

Correct answers will be marked with a tick. A small green dot will be placed next to an incorrect answer so that the child can check this calculation and correct it. Errors which arise as a result of the child not understanding the concept should be discussed with the child and used to support further intervention or pre-teaching sessions as and when appropriate. All work should be marked daily with at least one piece of maths being quality marked for each child weekly. Each child will receive daily feedback to help move their learning forwards – this may be verbal or written.

5.4.3 Wider Curriculum

Work to be marked on an ongoing basis. Developmental marking to be present in all subjects at least once per term

6. **Monitoring arrangements**

Senior leaders will undertake book looks on a regular basis to monitor the implementation of this policy. Feedback will be added to the online system, Perspective.

Appendix A – Marking Code

DUDLEY INFANT ACADEMY
MARKING CODE

Sp - Spelling mistake

Δ - Punctuation, including capital letters

/ - Finger space

// - New paragraph

/ \ - Missing word

VF - Verbal feedback

(S) - Marked by supply

(HL) - Job share teacher's initials/ PPA cover/ TA's initials

N.B. This document is Appendix A from the Marking and Feedback Policy