

# Abbot's Hall Primary School



## Marking and Feedback Policy

January 2026

**Be the best that you can be.**

## **Principles of marking and feedback**

The process of marking and sharing feedback should be a positive one with an emphasis given to the efforts made by the child. It is our policy at Abbot's Hall School that the marking should always be in accordance with the lesson objective and the child's own personal learning and targets.

In order for this process to be one of value the child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

Comments should be appropriate to the age and ability of the child and whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.

## **What is the purpose of our feedback and marking policy?**

### General aims:

- Provide a consistent approach throughout the school
- Provide clear effective feedback to the learner
- Enable children to become reflective learners
- Promote dialogue between peers, teachers and pupils
- Provide a manageable system for teachers
- Share expectations and values
- Gauge understanding and identify any misconceptions
- Provide a basis for both summative and formative assessment
- Boost self-esteem and aspirations, through use of praise and encouragement
- Give a clear general picture of how far they have come in their learning and what the next steps are for personalised learning
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others
- Inform future lesson-planning.

### Aims for children

- Provide oral or written feedback to the learner
- Promote dialogue between teacher and pupil
- Help children to understand criteria for assessment that is linked to the learning objective
- Involve children in reviewing and assessing their own work
- To set specific targets for learning-next step for improvement
- Provide encouragement
- Promote confidence in what they can do
- Recognise and promote a sense of achievement
- Acknowledge children's efforts

### Aims for teachers

- Monitor children's work
- Aid monitoring and evaluation of teaching and learning
- Provide evidence of attainment

- Assist in planning for continuous learning
- Inform target setting
- Support reporting to parents

#### Aims for supply teachers and teaching assistants

- Provide continuity in teaching and learning
- Clearly show school procedures and policy
- Provide an avenue of communication on children's understanding and attainment between teachers and other adults working in the class

#### Aims for parents

- Enable parents to review progress
- Involve parents in supporting children's learning

#### Aims for outside agencies

- Provide evidence of attainment
- Provide evidence for inspection purposes

#### **Who does the marking/comments?**

All marking and/or feedback will be undertaken by the teacher responsible for the lesson, usually the class teacher but this may also include supply teachers, HLTA's, other teachers in the school or the Headteacher. When relevant to age and activity, children can be involved in self assessment and peer marking.

Teaching assistants will mark and give feedback on work they have assisted with and this will be monitored by the class teacher.

Whilst acknowledging the support and value of parent helpers in our school, we feel that it is inappropriate for them to mark or give feedback to children other than to give words of encouragement.

Foundation Stage staff, support staff and teachers sharing a class are asked to initial their marking.

#### **When is work marked/commented on?**

All work, tasks and activities delivered to the children will be acknowledged by the teacher in some way or another in order to recognise, value and develop learning. All written tasks will either be marked or shared in verbal feedback with the child and this will be shown on the work (see appendix 1) and be as soon as possible.

We acknowledge that children need time to read, reflect and respond to marking, possibly by referring to it the following day.

#### **How is work marked/commented on?**

- Children's work is marked to a high standard following the Whole School Marking Code (appendix 1)
- A variety of feedback is used, for example, green highlighting, key word comments, tick, assessment symbols
- A shape will be given at the end of the lesson (appendix 1) to identify if pupils have not achieved, achieved or exceeded the learning objective.

- Work may include an improvement or a challenge – the children will either respond using a purple pen or the next step will be circled using a purple pen for younger children. Interventions will also be recorded using purple pen.
- Pupils will have individualised writing targets which will be updated regularly.
- Any misconceptions identified in the lesson or through marking will be addressed immediately in class, during an intervention after the lesson or in the following lesson within that sequence of learning.

### **Subject differences**

All learning is marked in relation to the learning objective and follows the school marking code. Differences are dependent on the subject and task so for example a verbal comment for a gymnastics sequence would form appropriate guidance on achievement and effective development for future learning.

### **Foundation Stage**

The dialogue between adult and child will be recorded in a written format in the learning journal to show the positive comments, areas for improvement and pupil responses. The assessment symbol will be used to show the final outcome.

Tapestry provides an addition feedback tool to record observations and share these with parents/carers. (This on-line tool is also used in Y1).

### **SEN**

Work and activities completed by children with areas of specified need will be marked and/or commented on in such a way as is useful to them and they understand. Where appropriate the School Marking Code will be followed.

### **Equality of race, gender and disability**


All marking will be appropriate to the individual child and not make reference to, or discriminate against, children from different cultures or genders or with a disability.

### **Monitoring and review**

Marking and feedback will be monitored by the Headteacher, the Senior Leadership Team and Learning Area Leaders through work scrutinies and monitoring observations. A detail of this is held in the Monitoring file in the Headteacher's office.

This policy will be reviewed every two years.

Signed:  (Headteacher)

Signed:  (Chair of Governors)



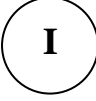








Date: January 2026

Appendix 1

# Abbot's Hall Primary School



## Whole School Marking Code

Symbol	What it means
√	Good or correct learning
<b>Green pen or highlighter</b>	This is a very good part of your learning.
<b>Blue pen</b>	This part of your learning needs improvement or shows a response is needed.
	This learning was discussed with the pupil and feedback was given verbally
SP ..... (correct spelling)	Spelling mistake Child to write the spelling out correctly
 (In blue pen)	Child has made an error
	The child's learning was independent
 	The child's learning was guided by an adult
//	Child is shown to start a new paragraph
<b>Purple Pen</b>	Pupil response
  	These symbols will show the final assessment outcome against the learning objective
	Working towards the learning objective
	Achieved the learning objective
	Exceeded the learning objective