



Policy for

Marking and Feedback

Reviewed by CEO: Spring 2026



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Statement of intent

All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:



Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

The Aspire Educational Trust understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE Teachers' Standards
- [Maintained primary schools only] DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

2. Roles and responsibilities

The principal is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

3. Expectations

Teaching staff are expected to:

- Provide feedback that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.

- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment opportunities to identify the next steps for pupils, and share these verbally with pupils.
- Use marking and assessment opportunities to identify the next steps for pupils, using these to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any next steps. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to action any suggested improvements.
- Take responsibility for their learning.

4. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, subject leaders will be available to offer guidance and support regarding the school's procedures.

If a teacher is unsure about the effectiveness of their own practices, subject leaders will help with developing an approach to marking and feedback that is more suited to the teacher.

5. Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding

Distance marking (marking carried out away from the children/classroom, for example, extended pieces of writing) will be used as appropriate, to allow teachers more time to give detailed feedback.

When distance marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Where appropriate, teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways:

- Stickers placed on work
- Praise in front of whole class
- Share work with other classes
- Display examples of excellent work around the classroom
- Verbal praise in a one-to-one setting

Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

6. Feedback

Feedback should be given to:

- Move learning forward.
- Motivate pupils.
- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding.
 - Reinforcing a skill or piece of information.
 - Improving on a pupil's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers will mark on pupils' work when verbal feedback was given.

When giving feedback, teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

At Ash Grove Academy:

Nursery and Reception

Teachers will continuously assess the children through a combination of teacher-directed whole class, small group and individual activities and tasks, as well as through observations of the children in the environment and self-led play-based activities. The children are given immediate verbal feedback on any task that is recorded.

Principles for Feedback and Marking in English: Year 1 – Year 6

Key Stage 1

In Key Stage 1, children develop their early writing skills by writing about things that are relevant and personal, as well as responding appropriately to quality texts. The children are encouraged to write captions and increasingly complex sentences in Year 1, building up to longer pieces of writing in Year 2. They are expected to apply the correct grammar and punctuation in their work, as well as known graphemes in their spelling patterns. Their work is marked through direct teacher conferencing during a lesson, or as soon as possible after a lesson, using the following system:

- the teacher uses a green pen to tick work that is correct
- the teacher uses a green pen to indicate that a correction needs to be made
- corrections are made by pupils using purple pens, either at the point of teacher conferencing or at the start of the following lesson

Particular attention is paid to correct letter formation, as learnt within their handwriting lessons, and to the accurate use of capital letters and full stops to demarcate sentences as well as spelling of high frequency words (HFW). These corrections will be done in relation to a child's age and stage of development.

Key Stage 2

In Key Stage 2, spelling, grammar and punctuation skills are evidenced in the children's English books and marked through direct teacher conferencing during a lesson, or as soon as possible after a lesson, using the following system:

- the teacher uses a green pen to tick work that is correct
- the teacher uses a green pen to indicate that a correction needs to be made
- corrections are made by pupils using purple pens, either at the point of teacher conferencing or at the start of the following lesson

The complete writing cycle in Key Stage 2 involves children deconstructing and analysing a text, then creating a writing plan, followed by an initial draft which is edited and redrafted, culminating in a final draft which is 'published' either in the child's English book or for display purposes.

- corrections for editing are identified primarily through direct teacher conferencing and, where possible, addressed immediately
- additional corrections may be identified after a lesson, including after the work is 'published'
- the teacher uses a green pen to indicate that a correction needs to be made
- editing and redrafting by pupils will take place in the following lesson, with children being encouraged to re-read the work completed so far and amend accordingly with purple pen. Children will repeat the process of editing, redrafting and correcting until their work is complete.

Where a teacher identifies a high proportion of children as having a similar 'next step', they will use this as a teaching point for the whole class prior to editing in the next lesson.

The use of the visualiser during shared and modelled writing is integral to all areas of English feedback.

Principles for Feedback and Marking in Maths: Year 1 – Year 6

At Ash Grove Academy, we follow a mastery approach to the teaching of mathematics – that is, we believe that all children can achieve in mathematics - and we deliver this through small-step progression to an appropriate level of depth and challenge.

Activities that develop children's fluency or their understanding across procedures and concepts may be recorded in the children's exercise books, but this is not a requirement of the maths curriculum. If these activities *are* recorded in books, children will be supported to mark their own work, using purple pens, through shared discussion and the use of the visualiser to address any errors or misconceptions.

Independent activities will be recorded in books and marked primarily through direct teacher conferencing. Work that is supported by an adult will be indicated by 'S' alongside the initials

of the adult who has worked with that child. It will be made clear when the support has been given to an individual question or to the broader concept. Children who have received adult help will be supported to move to independence with each small step, and this will be shown with an 'I' on work that is subsequently completed without adult intervention.

Where possible, errors in the initial fluency and reasoning questions will be addressed immediately under the visualiser. Additional corrections may be identified after a lesson, particularly where misconceptions are evident for a number of children and need to be retaught the following day.

- a © or a dot marked in green pen is used by the teacher to indicate a correction needs to be made
- these corrections are made by pupils using purple pens, either at the point of teacher conferencing, or during a timely intervention which is being used to provide further focussed support for a 'small step', or at the start of the following lesson
- reasoning or problem-solving corrections may be addressed as a whole class, using the visualiser to scaffold and model responses. Any corrections will be made by the pupils using purple pen.

The continuous application of effective questioning, as well as the teacher explicitly using a 'think aloud' strategy, are key approaches that are applied throughout maths lessons, and a range of open questions are used to ensure children are given rich opportunities to articulate their mathematical thinking.

Collaborative learning opportunities ensure peer-to-peer exploration and explanation of a concept. These are planned into the lesson cycle as a platform for reasoning and problem-solving, as well as being an effective way to reveal misconceptions. Dialogue between adult (teacher or teaching assistant) and pupil will be positive, giving recognition and appropriate praise for achievement in order to move learning forward and to support the mindset that all children can achieve in maths. Feedback from adults throughout this process will give children opportunities to become aware of and reflect on their learning needs. Children will be given clear strategies for improvement including the modelling of next steps where appropriate.

Feedback and Marking in Wider Curriculum Subjects

The intent, implementation and impact of the Ash Grove Wider Curriculum is built upon the activation of prior learning and retrieval practise in order to embed knowledge and deepen understanding of key concepts. Through small-step progression planning, scaffolded learning opportunities and well-planned models, feedback is constructive, continuous and directed at the point of need; this means that outcomes in all wider curriculum areas are evidence of each pupil's attainment and understanding of a particular concept or theme. Written feedback is used sparingly since we believe targeted verbal feedback impacts directly and immediately on pupil outcomes.

Should any written work be marked across the wider curriculum, the following principles will be applied:

- the teacher uses a green pen to indicate that a correction needs to be made
- corrections are made by pupils using purple pens, either at the point of teacher conferencing or at the start of the following lesson

7. Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Remote Education Policy.

Work completed at home will be submitted via email.

In the event of remote learning being necessary, feedback methods will be adapted accordingly and these will be shared with all children and families.

Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils for work to be completed and ensure they can keep to it.

Where appropriate, teachers may conduct group feedback sessions – these sessions will include discussions around how pupils came to their answers/conclusions.

Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood.

The SENCO will contact parents of pupils with SEND to ensure they are completing their work and have adequate support to do so, in line with the SEND Policy.