



Marking and Feedback

Statement of Intent

Portway Infant School understands that the effective use of marking and feedback techniques can have a powerful influence on children's learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with children – 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 children's learning.

This policy aims to ensure that marking and feedback:

- Informs children about what they have done well and highlights areas of improvement.
- Supports children's confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each child, 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.

Policy Principles

- The process of marking should be a positive one with regular recognition of the efforts made by the child.
- The marking should always be in accordance with the lesson objective/year group objectives.
- All staff should promote children's self-esteem by linking marking and feedback to the wider process of engaging the children in their own learning.
- Written comments should be neat and legible in line with the school's handwriting policy.
- The process of marking will be consistent throughout the school.

Roles and responsibilities

The Headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practises 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.

Phase Leaders (EYFS and KS1) are responsible for:

- Ensuring all members of staff within their year group are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their departments and reporting their findings back to the Headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practises.

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 children within their class to ensure they are making progress that is at least good.

- Ensuring that children understand the feedback they have been given.
- Allowing children to ask questions in regard to any feedback they have received.

Expectations

Teaching staff are expected to:

- Provide verbal suggestions and areas for improvement, which should create a progressive plan for continued learning.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly, we believe it is good practise to do this in the lesson.
- Use marking and assessment to identify the next steps for children, which should be used to plan the delivery of the curriculum.
- Offer questions and deeper learning opportunities for children whose work was correct; this will encourage further development and progress.
- Provide positive and child-friendly marking and feedback.

Children are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

Workload

Leadership 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 child.

Oral feedback will be the main means of ensuring children's progress and confidence in all aspects of their learning.

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

Rewards will be given to children in the following ways:

- Praise
- Lanyards
- Stars of the Week
- Class mascot going home
- Displaying excellent work around the classroom
- Informal feedback to parents
- Verbal praise one-to-one
- Stickers and certificates

Marking in Maths

As Maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as children who struggle with this subject can become disheartened and disinterested in the subject.

Teachers will use the following techniques when marking in maths:

- Ticking correct answers and leaving a dot on incorrect answers
- When possible, providing immediate feedback to children to show them how to reach correct answers
- If the child has shown correct working and a wrong answer, tick the correct part and encourage them to try again

- If a child is excelling at a particular task, provide them with work that is more challenging so that they continue to feel challenged

Marking in all other subjects

When marking all subjects other than maths, teachers will use the following techniques:

- Give feedback on whether the learning objective has been achieved and the success criteria followed
- Where appropriate verbally identify the next steps in the learning process to the child
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
- Correct spellings, particularly those appropriate for the year group
- Correct punctuation and grammatical errors appropriate to the objectives for the year group

Marking Code

Yellow highlighter	Greater depth evidence in Mathematics
Pink highlighter	Greater depth evidence in Independent Writing
V	Verbal feedback
G	Guided
I	Independent
D	Dictated
✓	Correct
●	Incorrect

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 Reviewed spring 2026
 To be reviewed spring 2027

