



Marking & Feedback Policy

This policy should be renewed annually and as required by legislation.		
Action	Reviewer	Date
Review	TH	Nov 2026
Approved by COM	AZ	Nov 2026
Date for next internal review		Nov 2027



Marking and Feedback

Marking and feedback form the basis of assessment for learning and are used in every lesson. In most lessons, children receive swift verbal feedback on the quality of their work and the extent to which they have met the learning objective.

Good Feedback:

- Relates to the learning objectives and/or success criteria
- Highlights the positives
- Provides specific guidance on how to improve
- Encourages children and promotes a growth mindset

Where teachers and support staff have given verbal feedback during activities a quick note of this is made on the written work.

Marking

At The Children's House we believe that children learn best when:

- Marking is systematic, accurate and informs planning and assessment (AfL)
- Constructive feedback enables children to understand how to respond, improve and extend their learning
- Marking encourages children's engagement and interest in learning
- Marking creates a record of achievement and progress

Marking should be in black or blue pen and peer marking should be in green. Ideally verbal feedback should be given whilst the children are working or shortly after the work has been completed, but in some cases this can also take place during time allocated for corrections.

A good example of written work is highlighted in 'sunshine' yellow.

Written work that needs improvement is highlighted in 'growing' green.



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Where children need to consolidate or extend their learning, feedback generally takes the form of a comment and a short question to either reinforce or challenge.

Children are given dedicated time at the beginning of subsequent lessons to review feedback and correct work or complete challenges.

Where possible and particularly in KS2, children should be encouraged and given time to read marking and to write their initials to show that they have read the comment. Responses and corrections should be made in fine green pen so that they are immediately visible.

Code

Reception

Learning objective with differentiated targets, each one marked using a triangle to show progress

/ Emerging

∠ Mostly met

△ met

^ A word is missing

. Incorrect

The **KS1 and KS2** marking code will be displayed on the classroom wall and will be used in every book.

Teachers will mark using a black pen, using some or all of the following codes:

Sunshine Yellow

Good work – you have achieved the learning objective

Growing Green Check this – room for improvement



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Correct

? I do not understand this

^

A word is missing

Sp Spelling mistake

CL Capital letter

P Punctuation

FS Full Stop

VF Verbal Feedback

CH Challenge

Pupil Self Evaluation

This will include:

- Traffic lights: children use colour codes to indicate how they found a piece of work. Green for go (good), red to show that they found the work tricky, amber when it was somewhere in the middle.
- KS1 and KS2: SMART targets are assigned to children in Literacy, Numeracy and PSHE (where appropriate) each term. As each target is reached, a new one in that area of learning will be set.
- Questioning: asking children what they like about their work, what they would change or add to improve it.

Peer Assessment:

- Talking Partners: children appraise one another's work.
- Children will be taught the 'sandwich' model, saying something positive on either side of something helpful in between (Two Stars and a Wish).

A Zivanic

Agreed by __ Adam Zivanic__

__ ____ of the Council of Management