



King Ina C of E Academy **Marking and Feedback Policy**

King Ina C of E Academy understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression.

Marking and feedback is an integral part of assessment for learning. We aim to provide a system of marking that is appropriate for the age of the children whilst showing consistency across our Academy.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas for 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.

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 including Asses Plan Do Review targets
- 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 classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

Marking in all subjects

All written work will be marked across all subjects as follows:

- Using green pen.
- In all subjects, learning objectives will be annotated with D, S or GD (developing, secure or greater depth) in accordance with how well a pupil has achieved in that lesson. In EYFS, the LO will be highlighted once achieved.
- Where necessary a small selection of words that children have been taught/are expected to know will be corrected in all subjects in relation to age and ability. Teachers will underline the mis-spelt word in the children's work and write the word out correctly underneath their work. The child will write the correct spelling out repeatedly as appropriate for their age and ability.
- In FS and KS1, for a small number of letters that the children have been taught, letter formation will be corrected, giving children the opportunity to practise correct letter formation.
- At least twice a week in English and Maths, teachers will give short written feedback to acknowledge effort and outcome against learning objectives. This will include next steps where appropriate. From Year 2 upwards, stickers and stamps can be used **in addition to comments**, codes and symbols. In EYFS and Year 1, a stamp, sticker or symbol can be used for acknowledgment of effort or next steps.
- All foundation subjects will be marked and will regularly include a short written comment to acknowledge effort in relation to learning objectives. This is with the exception of art and PSHE books. In EYFS and Year 1, a stamp, sticker or symbol can be used for acknowledgment of effort or next steps.

Marking in English

Marking in English can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in English teachers will use the following techniques:

- Correct spellings, particularly those appropriate for the children's age and/or ability.
- Correct punctuation and grammatical errors appropriate to the objectives for the children's age and/or ability. Teachers will circle incorrect and/or missing punctuation.
- Next steps should be age/ability appropriate. At least once a week, this will be written feedback and other times this will be given verbally. In EYFS and KS1 stamps can be used.
- Allow specific time for pupils to read, reflect, and respond to marking.
- Children can **occasionally** self-mark using purple pens.

Marking in Maths

Teachers will use the following techniques when marking in maths:

- Ticking correct answers and dotting incorrect ones.
- When possible, providing immediate verbal feedback to pupils to show them how to reach correct answers.
- Either during 'in the moment' marking or after the lesson, give pupils next step challenges at least once a week.
- If a pupil is excelling at a particular task, provide them with work that is more challenging so that they continue to feel challenge.
- Children can **occasionally** self-mark using purple pens.

Codes to be used in all subjects

Codes to be written near the learning objective

WS:	Working within a supported group
1:1	One to one adult support given (eg SEND children)
I	When a child who is normally supported has worked independently
VF	Verbal feedback given. Verbal feedback can act as a way to give immediate and effective feedback to pupils.
NS 	Next Steps or use 'next steps' stamp

Maths specific codes:

- | | |
|---|-----------|
| ✓ | Correct |
| • | Incorrect |

Purple Polishing Pens

In English and Maths lessons, all children will regularly use their polishing pens to complete a combination of corrections, editing and re-crafting and next step challenges relative to their age and ability.

Reception and Year 1 children follow a structured progression plan for using purple polishing pens, in line with their developmental stages.

HLTAs and supply teachers not on a long term basis:

- Use pink pen to mark.
- Write or stamp 'supply' or 'HLTA'.
- In all subjects, learning objectives will be annotated with D, S or GD (developing, secure or greater depth) in accordance with how well a pupil has achieved in that lesson. In EYFS, the LO will be highlighted once achieved.
- Where necessary a small selection of words that children have been taught/are expected to know will be corrected in all subjects in relation to age and ability. HLTAs/supply teachers will underline the mis-spelt word in the children's work and write the word out correctly underneath their work. The child will write the correct spelling out repeatedly as appropriate for their age and ability.

Codes to be used in all subjects

Codes to be written near the learning objective

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Maths specific codes:

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- Incorrect

Policy will be reviewed in September 2026.