



Addison Gardens
Blythe Road
London W14 0DT

Addison Primary School



MARKING AND FEEDBACK POLICY

**Approved
Spring 2026**

1. **Main Purpose**

The purpose of this policy is to enable pupils to become reflective learners and help them to close the gap between current and desired performance. At Addison, we believe feedback and marking ought to be constructive to every pupil, focusing on success and improvement needs against learning objectives.

2. **Key Principles**

Our Key Principles for marking and feedback are:

a. **To Help Pupils Understand What They Have Done Well**

To ensure pupils understand what they have done well, they need to know not only what they have done well, but also the mechanisms behind their achievements. Discussions with pupils about recently marked work *should* display a good understanding of both points. This supports pupil confidence and self-esteem, while, meanwhile, contributing to accelerated learning.

b. **To Help Pupils Understand How to Improve**

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, steps, and example prompts as appropriate tools to help pupils understand. This may be done through comments, questions, discussions, or diagrams.

c. **To Help Pupils Make Visible Signs of Improvement as a Result of Feedback**

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and Teaching Assistants should ensure time is given to act upon the guidance so that pupils can make immediate improvements. Teacher conference should take place to support children who are making consistent errors in a particular area.

d. **Assessment Knowledge of Each Pupil**

To plan and refine the next steps in learning, Assessment for Learning (AfL) must be daily a practice so Teachers can have an accurate picture of pupils' knowledge.

3. **Non-negotiable Procedures for Marking**

- All marking is to be carried out using the correct colour (blue pen)
- All marking is to be done in a clear, legible hand aligned to school handwriting scripts
- The marking code should be followed
- All work is to be marked/acknowledge by teacher or support staff
- All next step comments must be responded to by pupils (green pen)
- Teachers do not correct books mid-lesson for a different subject
- Support staff correct pupils' work for the individuals/groups that they work with

4. **Stages of marking and feedback**

Feedback occurs at one of these three common stages in the learning process:

- a) Immediate feedback – at the point of teaching e.g., verbally one to one, use of visualiser, mini plenaries, group work etc...
- b) Summary feedback – at the end of a lesson/task, beginning of the next lesson (This can include child-led feedback – peer and self)
- c) Review feedback – away from the point of teaching including written comments and use of marking codes (see appendix)



5. **Processes**

The types of marking and feedback that occur during teaching and learning at Addison:

- a) **Oral feedback** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and inquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or on a group basis. For pupils, this will be noted down to record the feedback and response process.
- b) **Written developmental marking** is given and response from pupils is required to strengthen the learning process in order to accelerate and deepen learning.
- c) **Self-assessment (using green pen)** encourages pupils to reflect on their own work and judge how well they have performed in relation to the assessment criteria. When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

6. **Progress Over Time**

To ensure progress is made against age-related expectations, teachers must identify persistent errors such as grammar, spelling, or sentence construction and address them with pupils. This should be through teacher conference as a group or 1:1.

7. **Role of Adults**

Class Teachers

- Will ensure all work is acknowledged and marked
- Will work closely with support staff to ensure the policy is consistently followed
- Check over work marked by other adults

Support Staff

- All support staff should adhere to the marking policy and seek support when required

Subject Leaders

- Subject leaders will monitor that the policy is being adhered to in their area of responsibility

Senior Leaders

- Senior leaders will liaise with subject leaders and class teachers regarding effectiveness and consistency across the school and the impact it has upon progress
- Senior leaders will report back to Governors

8. **Reward Systems**

Celebrating pupils' progress and achievements is important as it builds their self-confidence and drive to make progress. When pupils' efforts are acknowledged, they will, in turn, continue to work harder to reach their potential. Class teachers can reward pupils work by:

- Displaying work
- Sending exceptional pieces of work home
- Sharing exceptional pieces on the newsletter or school website
- Sending a pupil's exceptional piece of work to senior leaders for acknowledgement



Appendices

Book	Expectations	How Often?
English	All books marked using the school policy and SPaG errors to also be addressed. Give prompts where necessary: e.g. <i>Positive – you have used commas to separate your clauses excellently.</i> <i>Next step – include adjectives to enhance your description and remember to vary your use of adjectives.</i> <i>Positive – fantastic use of expanded noun phrases to describe your character</i> <i>Next step – include dialogue to build on your character's personality.</i> <i>How would a grumpy person speak?</i> (see next step guidance) All other books to be marked against the L.O focusing on SPaG If the pupil is making the same errors, it is vital to use this as a teaching point. A teacher conference would be the preferred method. <i>"Please come and speak to me about this sentence or the use of..."</i>	Daily
Maths	All books to be marked using the codes. Pupils must address errors where there is a dot (incorrect/incomplete answer). Pupils should have next-step guidance to move their learning on. If the pupil's work is all correct, the class teacher needs to evaluate whether the lesson posed the right level of challenge. A next step challenge is essential.	Daily
Topic	All children's learning must be acknowledged/marked. Regular pieces of learning must be marked with a next step.	Weekly- before the next lesson
Verbal Feedback	When Verbal Feedback (VF) is given to pupils, evidence of the child responding to the feedback should be present in books. Improved choice of vocabulary, spelling corrections, edits, etc.	When given
Pupils Responses	Pupils must respond to teacher's marking and feedback. Marking needs to be actionable. Do not accept OK as a response. Evidence of editing and improving previous learning.	Daily

Marking Codes Key Stage 2

/	Not achieved
∠	Nearly achieved the Learning Objective (LO)
△	Achieved Learning Objective (LO)
VF	Verbal Feedback Given- brief explanation e.g.- addressed capital letters use of pronouns finger spaces
AS	Adult Support
✓	Correct
SP	Spelling error - to be practised 3x
●	Incorrect answer - pupils must correct
—	Sentence needs to be improved - grammatical error or choice of vocabulary
→	Next step arrow to indicate what pupil needs to do
^	Insert a word
//	New paragraph

Marking Codes Key Stage 1

/	Not achieved
∠	Nearly achieved the Learning Objective (LO)
△	Achieved Learning Objective (LO)
VF	Verbal Feedback Given- brief explanation e.g.- addressed capital letters use of pronouns finger spaces
AS	Adult Support
Symbols should be used in books and on the flipchart	
✓	Correct
SP	Spelling error - to be practised 3x
●	Incorrect answer - pupils must correct
→	Next step arrow to indicate what pupil needs to do
©	Capital letter
	Finger space
	Form your letter correctly
	Conjunctions
R	 Use resources to help you



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EYFS Marking and Feedback



Highlight for Each Term

Baseline - green
Autumn - orange
Spring - blue
Summer - Pink

Symbols to Support Pupils these should be used in books and on the flipchart



Capital letter



Finger space



Form your letter correctly

Shop

Let us use our phonics to sound out/spell this word

Guidance on Next Step Marking.

1) Next-step marking is there so children can make immediate progress in their work.

This can be achieved by either:

- Editing errors.
- Up-leveiling work → *To make your story more interesting by...*
→ *Include adverbs to....* → *Now try starting with...*
- Answering challenging questions about the choices they have made.
→ *Why do you think...* → *How else could you...*
- Being open to different strategies → *Try using...*

2) Next step marking can be achieved by:

- Verbal feedback
- Written feedback
- Teachers need to decide on which feedback will be the most effective for the child

3) Pupils responding to marking.

To ensure children respond to marking, teachers need to use more instructional language so children know what is to be expected.

Use phrases such as:

- Explain what you mean...
- Circle the adverbs....
- Start your sentences with...
- Up-level your adjectives to...
- Write a sentence using...
- Use another method to work out...
- Underline the words that tell you...
- Edit your third paragraph...

- i) By using more imperative verbs children will know exactly what they need to do to improve on their work; this saves time as children can complete such tasks within their allotted time
- ii) Next-step comments need to be used for children who can access written feedback
- iii) Teachers should give verbal feedback and write alongside what was discussed, which should be no more than a simple sentence or phrase
- iv) Teachers need to decide whether the piece of work needs a next step or a simple ✓