



Galley Hill Primary School & Nursery

Feedback and Marking Policy

**Ratified at a meeting of the
Teaching and Learning Committee**

Signed: _____

Name: Bob Mackenzie

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Due for review: January 2029

Policy Aims

- To provide standardisation and consistency of practice throughout each key stage as appropriate to the ages and abilities of pupils.
- To establish a rationale that reflects the ethos of the school.
- To ensure all staff hold similar and compatible views about the role and purpose of marking and feedback.

Purpose of Marking and Feedback

- To inform the teacher of a child's progress and needs for future planning.
- To provide feedback about current work (including positives) and assist pupils by focusing on aspects of work where further development is needed to ensure progress.
- To enable children to reflect on and review their own work.

Frequency of Marking

- All books must be looked at after each lesson.
- If there is to be written marking in books (e.g. spellings or a comment) it will be written before the next lesson.

Implementation

General Feedback Expectations.

- Feedback needs to be MEANINGFUL, MANAGEABLE and MOTIVATING!
- We aim to minimise written feedback in books. Therefore, feedback is mainly carried out using live marking, whole class feedback, symbols and precision intervention.
- It is expected that verbal feedback is a common practice in all lessons in order to support the children in understanding their strengths, next steps and to ensure they are making progress.
- Where verbal feedback has been given, a short written prompt may also be added if it is felt that the child would benefit from this.
- All lessons will have a clear Learning Objective (LO) and set of Success Criteria (SC).
- After each lesson in written subjects, a tick system will be used. Ticks will be placed next to the LO.
One tick = you have tried but have not yet achieved the LO.
Two ticks = you are almost there.
Three ticks = you have achieved the LO.
- **Where one tick has been given**, a child has not achieved the LO and SC, Precision Intervention will be provided to ensure that the child does not fall behind.
- Precision intervention will usually be recorded in the book using green pen.
- If precision intervention is not recorded in the book, 'PI' will be written with the date and an annotation.
- **Where two ticks have been given**, some verbal or written feedback to support the child with moving on may also be provided if appropriate.
- Marking by an adult is completed in pink pen.
- Editing and self-assessment by pupils (including self-marking) is completed in green pen.
- Peer assessment is completed in purple pen.
- Children will be supported to become increasingly able to identify their own strengths and weaknesses and where they require further support, by the end of Year 6.

- 'The next step is the next lesson.' This means that teachers will use their knowledge of children's learning within each lesson to inform planning for the following lesson.
- Specific positive comments should be given to children as appropriate. Housepoints should also be recorded as positive praise.

English Feedback Expectations

- Up to three spelling errors will be identified.
- Spelling errors will be marked as follows (with a focus on high frequency words / recently taught spelling rules):
 - The incorrect spelling will be identified (by highlighting or underlining) and the correction will be made at the bottom of the piece of work. The child will write the word three times in green pen.
 - When the children are ready, the incorrect spelling will be underlined and sp will be written in the margin. The child will make the correction independently. This may be by using spelling rules, word mats etc. They can then check with an adult if they want to make sure.
 - If a self-correcting child still has the wrong spelling, the teacher will correct it.
- Grammatical errors
 - KS1: Verbal feedback will be given during the lesson. Errors will be addressed in the plenary and time may be given for correction supported by an adult at the start of the next lesson or at a convenient time.
 - KS2: For most children a 'seek and destroy' method will be used. A pink dot will be drawn in the margin on a line with a particular recurring error (for example missing capital letters for proper nouns). Children will be asked to find and correct the error (they will be told verbally or in writing what is missing). This can be further supported by an adult where needed.
 - For some children, they may need some closer direction regarding the grammar error and this could be circled or identified with an arrow.
- Long writing
 - During the process of long writing, feedback will be given throughout, including next steps or corrections. This may be verbal or written if appropriate.
 - KS1: When long writing has been completed, there will be a short positive comment. Other feedback will be verbal to aid children's ability to understand.
 - KS2: When long writing has been completed, a success criteria grid will be used to assess. This may be completed using self-assessment, peer assessment, teacher assessment or a combination. A specific positive comment will also be written.
 - All children are expected to edit their writing, supported by teacher modelling and in class support resources.

Mathematics Feedback Expectations

- Calculations will be self-marked by pupils or marked by an adult as appropriate. This may be using checking stations during the lesson or together at the end of the lesson.
- Where a child has made small calculation errors, they will be expected to correct this by carrying out the calculation again in green pen.
- Where a child has made several errors and not achieved the LO, PI will be given.

- Mathematical vocabulary will be corrected. Other spelling errors will not be addressed in Mathematics.
- Number reversals will be corrected in the lesson wherever possible.

Feedback Expectations in foundation subjects with books

- The three-tick system will be used across other subjects where books are in use.
- Where there are errors relating to the expectation of the lesson (e.g. mis-labelling of maps/diagrams, factual inaccuracies etc.) these will be addressed. This may be written or verbal depending on the task and age of the children. The corrections should be made in the book using green pen.
- PI may also be offered in non-core subjects if necessary.
- Subject specific spellings (from Journey Planners) will be corrected. Other spelling errors will not be addressed in foundation subjects.

Feedback Expectations in foundation subjects with no books

- Lessons without books (e.g. PE, Computing etc.) will still have LO and SC.
- Verbal feedback will be given throughout lessons.

Presentation

- Adults will model high expectations for presentation, including with their own handwriting.
- Where presentation is of a high standard, praise will be given and the books may be used as a positive example to the other children.
- If presentation is poorer than expected for a pupil (i.e. below their known capabilities) they may be expected to re-do work during the lesson or in their own time.
- If a child has a specific difficulty with presentation, they may be offered interventions such as gross motor skills, fine motor skills or handwriting practice.

Early Years

- In Early Years, feedback will be verbal for the vast majority of the time.
- Staff make notes about children's progress through observations which are shared with parents via Tapestry.
- Feedback is given in the moment and adult support is noted. Next steps are completed immediately with the child.
- If errors are made with spoken grammar, staff model the correct grammar back to the children.
- In any written work, the whole school policy is followed – work is marked in pink pen with 1, 2 or 3 ticks.
- Teachers may choose to write a next step or a positive comment but do not have to do so. Stickers are given to take home for good work.
- There are no success criteria used. Instead, Learning Objectives are clear and personalised.

Appendix 1 – Feedback during school or class closure

Home learning – online

- Children are expected to complete daily online learning set through the website and Purple Mash. This is submitted via email or via Purple Mash.
- Staff will feedback about work that has been submitted either in writing (via email or Purple Mash comments) or verbally (via phone calls).
- The aim will be to comment on all work that has been submitted, as much as this is manageable.
- Feedback will include positive as well as moving on comments. We aim to motivate pupils but also ensure progress is not stunted.
- There is no expectation to comment on additional work that children have completed but staff may choose to do so.

Home learning – offline

- Children are provided with a paper pack of work for the whole week. This is submitted the following week.
- Staff will feedback about the work in a weekly phone call, giving general positives and next steps that the child might be able to use in the following week.

Learners in school

- Children learning in school will be following their usual curriculum.
- Feedback will be in line with the usual feedback policy.