Marking and Feedback Policy

Updated September 2026

Marking and Feedback Policy

At Purston Infant School, we believe that effective feedback is an essential part of teaching and learning. Feedback should help children understand what they have done well, identify misconceptions and know what they need to do next.

As an infant school, we recognise that our pupils benefit particularly from **immediate, verbal and developmentally appropriate feedback**. Wherever possible, feedback should therefore take place with the child during the learning rather than relying on extensive written comments after the lesson.

Our approach is based upon the principle that marking and feedback should be:

- **Meaningful**: it has a clear purpose and supports learning.
- **Manageable**: it is proportionate and does not create unnecessary workload.
- **Motivating**: it recognises achievement and encourages children to improve.

These principles reflect the Department for Education's recommendations on effective marking.

Aims

Our marking and feedback practice aims to:

- recognise, celebrate and value children's effort and achievement;
- provide timely feedback that moves learning forward;
- identify misconceptions quickly so that they can be addressed;
- help children understand what they have done successfully;
- develop children's confidence in talking about and improving their learning;
- inform teachers' assessment and subsequent teaching;
- encourage increasing independence and self-reflection;
- establish a consistent approach across EYFS, Year 1 and Year 2;
- ensure marking expectations are proportionate and manageable for staff.

Our Key Principle: Feedback Before Marking

At Purston Infant School, the impact of feedback is more important than the amount of written marking in a child's book.
Wherever possible, staff will provide feedback during the lesson, allowing children to act upon it immediately.
Staff are therefore **not expected to write lengthy comments in every child's book**.

Types of Feedback

Immediate verbal feedback - This will be the most common form of feedback within our infant setting.
Adults may:

- praise specific effort or achievement;
- question children about their learning;
- address misconceptions;
- model an improvement;
- ask a child to correct or improve something;
- provide additional scaffolding;
- extend a child's thinking;
- revisit previously taught knowledge.

Where an adult has directly supported or discussed the work with a child, there is no expectation that the verbal conversation is subsequently written into the book.

Written Marking - Staff will acknowledge children's recorded work so that they can identify:

- whether the learning intention has been achieved;
- strengths in learning;
- misconceptions requiring attention;
- children requiring additional support or challenge;
- information that should inform the next lesson.

Written marking should be **brief, purposeful and accessible to the child**.
It should not be completed simply for the benefit of adults looking at children's books.

Marking symbols

To ensure consistency, the following simple symbols will be used across school:

Symbol	Meaning
✓	Correct / successful
•	Have another look / correction needed
VF	Verbal feedback given
S	Supported by an adult
I	Independent work

Teachers may also use highlighting where appropriate to identify successful aspects of learning or something for the child to revisit.

EYFS: Symbols and written marking will only be used where they are developmentally appropriate and meaningful to the child.

Highlighting and Colour-Coding

At Purston Infant School, highlighting is used to provide clear, visual feedback for pupils and to support staff consistency across the school.

Yellow highlighting indicates an error

Green highlighting, over the LO, indicates that the pupil has successfully met the Learning during that lesson.

Orange highlighting, over the LO, indicates that the pupil has not achieved the Learning Objective during that lesson and that further support is required

Pupil Response

Where feedback identifies something that a pupil can reasonably improve themselves, children should be given an opportunity to respond.
This might include:

- correcting a letter or numeral formation;
- correcting a calculation;
- adding missing punctuation;
- improving a word or sentence;
- practising a spelling;

- completing an additional example;
- discussing an answer with an adult;
- rehearsing or repeating a skill.

Adults should avoid making corrections for pupils when the child is capable of making the improvement themselves.

English and Writing

Feedback in writing will reflect the child's age, stage of development and current learning.
Staff will prioritise feedback relating to the **specific learning intention and previously taught expectations**, rather than correcting every error.

Depending upon the child's stage, feedback may focus on:

- letter formation;
- application of phonics;
- spelling of taught words;
- finger spaces;
- capital letters and full stops;
- sentence construction;
- vocabulary;
- handwriting;
- rereading for meaning.

Phonetically plausible spelling

Children will be encouraged to apply their phonics knowledge independently.
Staff should not routinely correct every spelling error. The purpose of feedback is to help pupils increasingly apply the phonics, spelling patterns and common exception words that they have already been taught.

Mathematics

Feedback in mathematics should identify and address misconceptions promptly.
Adults may:

- mark answers with the pupil;
- provide immediate verbal feedback (VF);
- use questioning to establish understanding;
- ask children to correct an error;
- model a strategy using practical apparatus;
- provide an additional example;
- identify children requiring further teaching.

Correct answers may be acknowledged using a tick.
Where errors demonstrate a misconception, the priority should be **addressing the misconception**, rather than simply marking the answer as incorrect.

Symbol	Meaning
✓	Correct / successful
●	Incorrect answer
VF	Verbal feedback given
PT	Practical task
C	Concrete apparatus used
S	Supported by an adult
I	Independent work

Foundation Subjects

There is no expectation for extensive written marking in foundation subjects.
Feedback should focus on the knowledge, skills and vocabulary being taught.
Teachers should use children's work alongside questioning, discussion, observations and other assessment information to determine what pupils know and remember.

EYFS

Feedback within EYFS will reflect the practical, play-based and language-rich nature of Purston's early learning.
Adults will primarily provide feedback through:

- conversations;
- questioning;
- modelling;
- encouragement;
- observations;
- interactions during continuous provision;
- revisiting learning;
- supporting children to explain their thinking.

There is **no expectation that every piece of children's work or learning experience will have written marking**.

Self and Peer Assessment

Children will gradually be taught how to reflect upon their own learning.
Age-appropriate approaches may include:

- discussing what they are proud of;
- identifying something they have done successfully;
- checking their work against a simple success criterion;
- correcting their own work;
- sharing work with a partner;
- talking about how work could be improved.

Peer assessment will always be carefully modelled and supervised so that feedback remains positive, specific and constructive.

Feedback and SEND

Feedback for pupils with SEND will be matched to children's individual needs and abilities.
This may require:

- greater use of verbal feedback;
- visual prompts;
- modelling;
- chunking instructions;
- repetition;
- practical resources;
- adult scaffolding;
- additional processing time.

For pupils with an EHCP or individual support plan, feedback should support relevant personalised outcomes where appropriate.

Roles and Responsibilities

Teachers and Teaching Assistants

Staff will:

- apply this policy consistently;
- provide timely feedback;

- identify and address misconceptions;
- give pupils opportunities to respond;
- adapt feedback according to pupils' needs;
- use assessment arising from feedback to inform subsequent teaching.

Subject Leaders
Subject leaders will:
- support colleagues in implementing effective feedback within their subject;
- consider feedback and pupil response when reviewing learning;
- identify and share effective practice;
- ensure expectations are appropriate for the subject.

Senior Leaders
Senior leaders will:
- promote consistency without creating unnecessary workload;
- evaluate the impact of feedback through learning walks, pupil discussions and appropriate review of children's work;
- provide professional development and support where required;
- regularly review marking expectations with staff.

Governors
Governors will monitor the implementation and impact of the policy at a strategic level while recognising that operational marking practice is a matter for school leaders and teaching professionals.

Monitoring
The implementation of this policy will be monitored through:
- learning walks;
- pupil voice;
- professional dialogue;
- appropriate reviews of children's work;
- discussions with teachers and subject leaders;
- assessment information;
- monitoring the impact of feedback on subsequent learning.

Monitoring will focus upon the impact on children's learning rather than compliance with a particular quantity of written marking.

Staff Workload
Purston Infant School is committed to ensuring that its feedback practice does not generate unnecessary workload.

Staff are **not expected to**:
- write lengthy comments on every piece of work;
- write comments that pupils cannot independently read or understand;
- record every verbal conversation;
- use numerous marking codes purely as evidence for adults;
- routinely rewrite children's work;
- provide written feedback where verbal feedback would be more effective;
- complete marking solely to demonstrate compliance.

What We Expect to See at Purston
The strongest evidence of effective marking and feedback will be:

Children knowing what they are learning, receiving timely feedback, addressing misconceptions and being able to demonstrate improvement in their subsequent learning.
There should be an appropriate balance between teacher feedback and children doing the thinking, correcting and improving.

Signed Headteacher: *G. Bedford*
Date approved: September 2026
Review date: September 2028

Appendix A - **Purston Infants- Writing Marking and Feedback Symbols**

VF = Verbal feedback has been given to the pupil

= Yellow highlighting indicates an error

Each piece of finished writing, the marker will identify-

-Two spelling errors (from spellings taught, that the teacher feels that the pupil should know)

The pupil will then re-write this spelling, correctly at the bottom of the page

-One grammar/punctuation error (from grammar taught, that the teacher feels that the pupil should know)

The pupil will then go over, neatly the error made and insert the correct grammar/punctuation

-One handwriting/letter formation error (from the handwriting, letter families taught, that the teacher feels that the pupil should know).

The teacher will complete 3 examples, following the handwriting policy, at the bottom of the page and the pupil will follow and copy.

= Green highlighting, over the LO, indicates that the pupil has successfully met the Learning Objective during that less

= Orange highlighting, over the LO, indicates that the pupil has not achieved the Learning Objective during that lesson and that further support is required

The marker will often, where appropriate 'overwrite' some words to add clarity when the pupil reads back their writing.

The marker, can, if they wish, write a simple, positive comment at the bottom of the piece of the written work. The children will be provided with time either during, or after the lesson to respond to the feedback and can be supported in doing so if appropriate by an adult.

Appendix A - **Purston Infants- Maths Marking and Feedback Symbols**

VF = Verbal feedback has been given to the pupil

C = Concrete apparatus has been used by the pupil

S = Support needed for the pupil to complete the task

Active marking - highlight green – achieved, orange - working towards next to practical tasks (pt).

= Yellow highlighting indicates an error

Pink dot for incorrect answers

1	1		1	2	

One digit to be written in each square

Children will be given the opportunity to work out the correct answer and write it at the side of the incorrect answer that has been indicated by a pink dot. Children will correct using a green pen.

Number reversals will be re-written by the child correctly at the bottom of the page up to 2 numbers

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