



Marking and Feedback Procedure

2026-2027

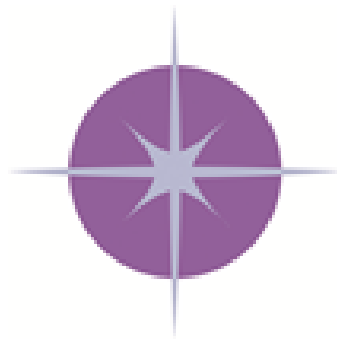
Reviewed by: Headteacher

Member of the school Senior Leadership Team

Date: For September 2026

Review Date: September 2027

This policy was created with the St John & St Francis Church School and governors. The views of parents were considered when writing this Policy.



BATH & WELLS
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

Purpose: To ensure consistent and constructive feedback for children so that they can become reflective learners in order to support and accelerate both progress and attainment.

Aims of the policy:

1. To develop children's self-esteem and motivation by showing them that we value their effort and achievement.
2. To enable children to develop their understanding of which aspects of their work is meeting the learning objective.
3. To identify areas for improvement in order that children can achieve and/or exceed their set targets.
4. To provide an assessment record of children's achievement and progress allowing teachers to plan for the next stage of children's learning.

Role of the Local Governing Committee

The LGC has:

- ✦ delegated powers and responsibilities to the Headteacher and Senior Leadership Team to oversee the development of this policy,
- ✦ to monitor and evaluate the school's performance based on summative assessments,
- ✦ responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher and the SLT

The Headteacher and the SLT will:

- ✦ ensure that marking and feedback is purposeful and manageable for teachers,
- ✦ monitor to ensure that marking and feedback relates to learning objectives, informs future planning and individual target setting,
- ✦ ensure consistency in marking throughout the school,
- ✦ provide supportive guidance for parents,
- ✦ monitor and evaluate this policy.

Role of Subject Leads

Subject Leads will:

- ✦ review and monitor by monitoring pupil's work and undertake moderation exercises throughout the year,
- ✦ provide guidance and support to all staff.

Role of Teachers and Support Staff

Teachers and Support Staff must ensure:

- ✦ they use the agreed marking code appropriate to their phase,
- ✦ that their marking has a purpose and is consistent,
- ✦ children receive prompt and clear feedback about their strengths and areas for development in their work and respond appropriately,
- ✦ children are encouraged and rewarded for their efforts and progress,
- ✦ marking and feedback informs all planning,
- ✦ children know their targets/next steps for improvement.

Role of Children

Children should:

- ✦ understand that marking and feedback highlights their strengths and areas for development,
- ✦ understand the marking code which should be displayed in the classroom,
- ✦ be aware of the next steps for improvement,
- ✦ must respond appropriately to feedback,
- ✦ celebrate their achievements and share their work with others.

Role of Parents

Parents should:

- ✦ be aware of the school's marking and feedback policy,
- ✦ realise that marking and feedback highlights a child's strengths and areas for development,
- ✦ use the marking as seen in their child's books as basis for discussion on their child's progress.

Marking and Feedback

Marking and feedback must:

- ✦ be a manageable form of record keeping that feeds into children's assessment records,
- ✦ be undertaken with the child when possible,
- ✦ focus on whether the child has achieved the learning outcome as a minimum,
- ✦ relate to the Learning Objective for the task as a minimum,
- ✦ lead to an improvement in attainment by highlighting achievement,
- ✦ be positive and constructive,
- ✦ when written, be presented neatly modelling the cursive script (where appropriate)
- ✦ use correct spelling, grammar and punctuation.

When marking a piece of work the following symbols are used:

Scholarpack Formative Assessment tool and Summative Assessment tool will reflect achievements in books over time as evidence is gathered.

Marking Code	
	Has not achieved learning objective - straight pink line through Learning
	Objective mostly achieved - wiggly green line through Learning Objective
	Learning Objective achieved – straight green line through Learning Objective
	Beginning to work at greater depth, learning is beginning to go beyond the learning objective -wiggly blue line through the work
	Working at greater depth, learning has gone beyond the learning objective – straight blue line
SP	Spelling error (KS1 use sound buttons)
P	Punctuation error
//	New paragraph needed
PA	Peer-Assessed
SA	Self-Assessed
VF	Verbal feedback given
	Next steps
S	Supported by an adult (KS2)
TS/TAS	Teacher Support (KS1) Teaching Assistant Support (KS1)
I	Independent (KS1 only)

- Green pen indicates ‘green is good’ – achievement e.g. a good opening, sentence, phrase or word, evidence of objective being met.
- Pink pen indicates ‘growth’ – what the child needs to remember for next time e.g. missing full stops, capital letters or an area of their work that needs improving.
- Next steps will be noted in books/toolkit for the children to respond to, to improve their work further.
- Whilst marking, reference will be made to SJSF online tracking system (Scholar Pack) and when a child has met an objective (straight green, or blue) this will be entered. Wiggly greens will be entered as mostly achieved.
- Ticks are normal where work is correct, and dots where errors have been made.
- In KS2 Maths only pupil’s review sheet must be marked.
- If a TA is marking work, it must be initialled by the person carrying this out.
- All work must be marked using pink and green pens for written comments and highlighters used for LO.
- Children will improve their work using a ‘purple polishing pen’ to show where amendments have been made. This will also apply to any corrections that have been highlighted through marking.

All books will have a printed label displaying the Child’s name, Class, Year group and Subject.

Wherever possible, marking and feedback must happen on a daily basis and live marking where possible so that children are able to improve and make next steps. Regular assessments must also take place so that planning is relevant and moves learning on.