



# Hazel Slade Primary Academy

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## Marking & Feedback Policy

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September 2026

# Policy

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# Contents

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|                                 |   |
|---------------------------------|---|
| 1. Intent .....                 | 3 |
| 2. Intentions.....              | 3 |
| 3. Implementation .....         | 4 |
| 4. Forms of Marking.....        | 5 |
| 5. Impact.....                  | 6 |
| 6. Monitoring Arrangements..... | 6 |

## 1. Intent

At Hazel Slade Primary we understand the importance of providing effective feedback to pupils so that they know what they need to do next in order to improve.

Research from the Education Endowment Fund (EEF) highlights the significance of providing feedback. The main function of feedback in our school is as a tool to further raise standards of teaching and learning. Time is precious and we aim to use it effectively to ensure the maximum impact on pupil progress. Staff meeting time is set aside to review the feedback policy and practice each year. Teacher workload is considered and staff are encouraged to reflect on the effectiveness of their practice and the impact it is having on pupil progress.

## 2. Intentions

- To provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance
- To enable children to see feedback as positive in improving their learning
- To raise the standard and quality of work produced by pupils in school
- To help foster independence in, and responsibility for the children's own learning
- To inform the teacher and support staff about successes and misconceptions and to enable future teaching based on this information
- To provide information for parents to gauge their child's performance

The **Principal's** responsibility will be to:

- Ensure that feedback is used effectively across school taking account the age/stage of the learners so that pupils make good or better than good progress.
- Monitor the impact of feedback through children's work and discussion with children to ensure that standards are rising.
- Support all staff to raise standards.
- To encourage continued professional discussion about feedback so that we are continually improving our practice.
- Ensure that all staff share understanding of the importance of feedback and of the different forms this can take.

**Teacher's** responsibility is to:

- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement – this can be verbally or recorded
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to feedback as appropriate
- Respond to individual learning needs, marking face-to-face with some and at a distance, or providing opportunities for independent marking for others
- Use assessment and marking to inform future planning through gap analysis and use for individual target setting

**Support Staff's** responsibility is to:

- Ensure that they are aware of the feedback policy of the school and check with the teacher about the appropriateness of marking and feedback in their teaching situations
- Ensure that the teacher is made aware of any misconceptions and successes that a child may have
- To use knowledge of how children responded in order to assist in the planning of the next lesson
- Give recognition and appropriate praise for achievement – this can be verbally or recorded
- Give clear strategies for improvement

**Parents** will be:

- Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their child's learning
- Encouraged to understand how feedback can be used as a real tool for learning and improvement
- Encouraged to understand that their child's developing independence and responsibility for their learning are enhanced through opportunities to review, consider and edit their work whilst it is still relevant and current

### 3. Implementation

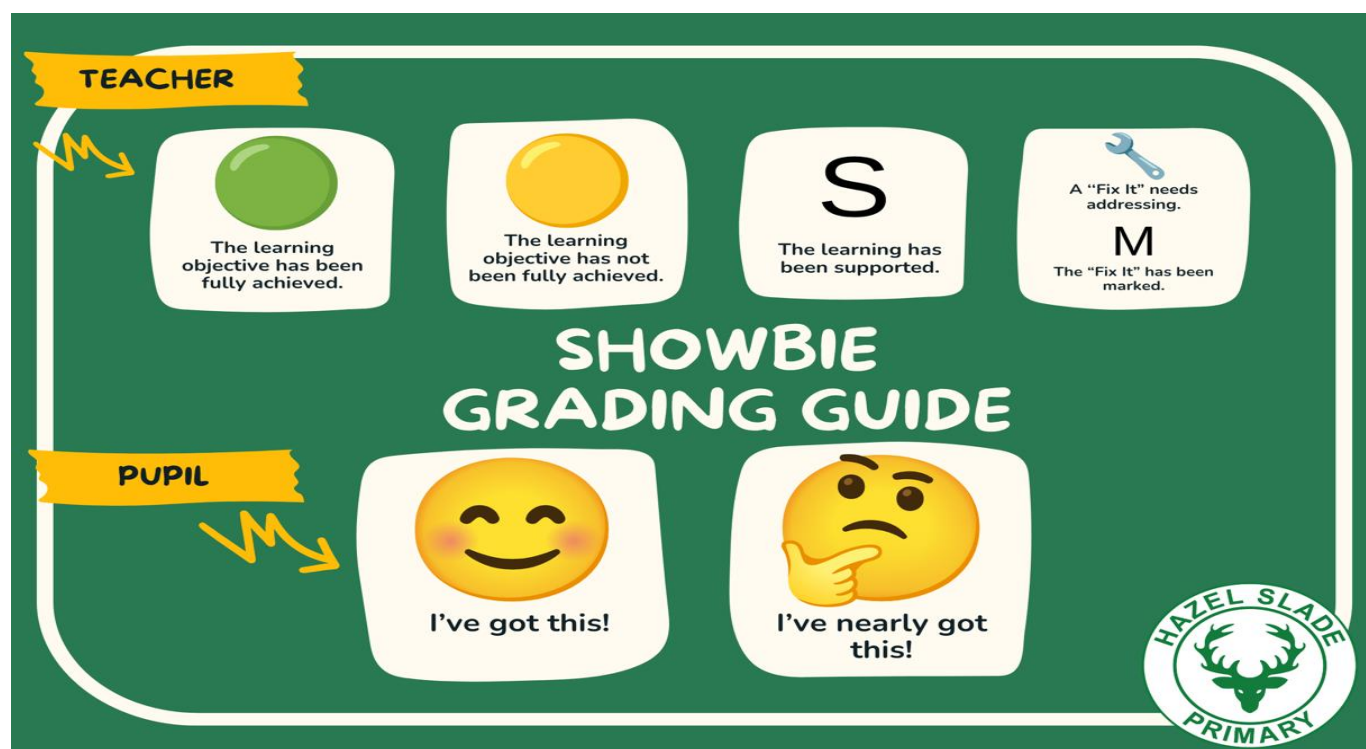
Feedback in the **Early Years Foundation Stage**:

In the Foundation Stage, marking and feedback strategies include:

- All children have statements in their books which relate to their age and stage of learning. This is marked with a green highlighter if they have got it, yellow if they are nearly there and left blank if they aren't there yet. They will have a circled (I) if their work has been independent or a circled (S) if they have received support with their work
- As the school year progresses the children receive a next step to support their progression in learning at an appropriate level this is recorded for the staff to follow up on as well as for the pupils to complete on their own as the progress through the school year
- Children are encouraged to self-evaluate their work through the use of smiley faces
- Children also receive digital observations from all members of staff, verbal praise feedback and encouraged to edit their own independent work

Feedback and Marking in **Key Stage 1 and 2**:

- Work is usually discussed with the children and where possible verbal feedback is provided
- Verbal feedback at the time of learning is the most used form of 'marking', along with suggestions for how the work might be improved next time
- Children have opportunity to reflect on their learning at various points in the lesson through comparison to given Success Criteria (as appropriate)
- Emoji marking is used for online learning to show learning achieved (green), fix its needed (spanner), learning objective not yet achieved (yellow)
- Where children need to alter/correct their work then they will be given the time to do this and it will be marked accordingly with an M for marked



- Teachers will adapt their teaching in response to children's feedback where necessary
- The WALT's (we are learning to) will be highlighted yellow or green to show achievement.
- Green and yellow highlights will be used throughout the work in all subjects to indicate areas for improvement – needs development (yellow) and good learning points (green)
- Long Writes will be given a depth of feedback
- Pupils will be encouraged to up level their written work independently and/or with support
- All pieces of work will be acknowledged and valued by teachers in some form using a comment, marking method that promotes learning
- Comments made by teaching staff are to support pupils in their learning and move them on
- Children are paired for some lessons and these partners are used for peer assessment and feedback
- Children are given opportunity to 'Peer Mark' others work against Success Criteria
- Writing grids / Success Criteria are used for longer writes
- Self-marking develops throughout KS2 so that children develop the skills to use Success criteria and assess their own work

## 4. Forms of Marking

At Hazel Slade Primary Academy we recognise that a variety of strategies should be used on a daily basis to enable teachers to develop the learning of our children. A combination of methods will be used by all staff to encourage our children to become independent and self-aware learners, along with the use of the yellow and green highlighters.

For example, our upper Key Stage 2 pupils may use a symbol system to evidence aspects of grammar they have used in a piece of writing, where this would not be appropriate by year one (margin marking).

All staff are expected to use the emoji marking system when online and the yellow and green highlighters and developmental comments when in written format. However, we allow teachers to use their own discretion if they use something in addition but they must ensure that it will be understood by pupils. Our marking is focused on helping pupils to make progress.

Some of the methods that may be seen include:

**Learning conversations / verbal feedback** - a dialogue has taken place with the child and oral feedback given.

**Catch my comment** - the child is asked to write down what the teacher has said in their own words. A useful way of checking the correct message has got through.

**Self Marking** - children are given the opportunity to mark, correct and edit their own work. This is usual in response to Success Criteria, Marking Ladders or actual answers given by the Teacher / TA.

**Peer Marking** - children are asked to mark the work of their 'Partner' (or other class member). They do this against the Success Criteria of the lesson or against a 'Marking Ladder'.

**Distance Marking** - done by the Teacher (or other adult) away from the child. This should be focused clearly on helping the child to improve.

**Live Marking** - done by the Teacher (or other adult) during the session with the children and is immediate feedback.

**Upper Key Stage Two** - will encourage own and peer marking of work to promote understanding and development.

**Emoji Marking** – ensures that the children recognise where they have completed the learning or they have to revisit to “fix it”

**Voice notes** – recorded by the adult in the room and can be listened to at a later date. This may be used for children who reading is a barrier for learning, or a younger child.

Teachers should use their time effectively to analyse pupils' work and ensure that pupils carry out the appropriate next steps in learning.

## 5. Impact

At Hazel Slade Primary Academy we have agreed:

- Children need to know what to do in order to be successful. They will be provided with success criteria (verbal or written) for the lesson so they are clear about the expectation and can evaluate their own work and learning accordingly
- Teachers, and other adults, will use a variety of feedback strategies to develop children's self-evaluation
- To use systems of codes that are relevant and informative to the child and efficient and effective for the teacher. Children in each class will understand the meaning of any marking used e.g. codes may be established with each class so that pupils are clear on the meaning e.g. sp = spelling to correct. Teachers will ensure that any coding for feedback is age appropriate.

## 6. Monitoring Arrangements

School leaders will monitor the effectiveness of feedback through the evidence provided in pupils' work. The key factor is that pupils are making progress as a result of feedback guidance provided by teachers whether this is written or verbal.

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary. It will be approved by the Principal and the Governing Body.