Toddington St. George C of E School

Marking & Feedback Policy

Reviewed by: Mrs Patel	
Headteacher	Date: September 2026
Next Review	Date: September 2027

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Rationale

At Toddington St. George Church of England School we are committed to ensuring that all of our children Let their Light Shine (Matthew 5:15), and flourish. In order to support our children in Lighting A Spark, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice.

Our policy is underpinned by the research from the Education Endowment Foundation which shows that effective feedback should:

Redirect or refocus either the teacher's or the learner's actions to achieve a goal.

Be specific, accurate and clear.

Encourage and support further effort.

Be given sparingly so that it is meaningful.

Put the onus on children to correct their own mistakes, rather than providing correct answers for them.

Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Marking should be: meaningful, manageable and motivating.

Legal Framework

This policy has due regard to relevant legislation, statutory guidance and other guidance, including, but not limited to, the following:

Department for Education (DfE) (2021) Teachers' Standards

Department for Education (DfE) (2013) The National Curriculum in England: Key Stages 1 and 2 Framework Document

Department for Education and Department of Health (2015) Special Educational Needs and Disability Code of Practice: 0 to 25 Years

Related school policies:

This policy should be read in conjunction with the following school policies:

Remote Education Policy

Primary Curriculum Policy

Special Educational Needs and Disabilities (SEND) Policy

Role and Responsibilities

The head teacher and assistant head teacher is responsible for:

Ensuring that this policy is implemented, monitored and remains effective.

Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.

Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

The phase leader is responsible for:

Ensuring all members of staff within their departments are aware of the school's procedures in terms of marking and providing feedback.

Monitoring the effectiveness of this policy within their departments and reporting their findings back to the headteacher and senior leadership team.

Answering any queries that teaching staff have in regards to this policy and the school's practices.

The Class teacher is responsible for:

Ensuring that they adopt this policy when marking and providing feedback.

Using their professional judgment to determine when it is appropriate to offer more intervention support systems than just feedback.

Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.

Ensuring that pupils understand the feedback they have been given.

Allowing pupils to ask questions in regard to any feedback they have received.

Expectations

Teaching staff are expected to:

Judge whether written or verbal feedback should be given.

Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.

Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.

Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.

Carefully consider how to use purposeful, written feedback that is appropriately timed, focuses on the task/subject and is then used by the pupil.

Carefully consider how to use purposeful verbal feedback.

Provide pupils with opportunities to reflect on feedback, which also allows them to respond to the feedback and ask questions.

Remind pupils of their targets and how these targets can be achieved in particular lessons.

Implement strategies that encourage pupils to welcome feedback.

Ensure that marking identifies misconceptions and feedback addresses these swiftly.

Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.

Offer questions and challenge pupils whose work was correct, which should encourage further development.

Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.

Provide positive and pupil-friendly marking and feedback.

Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

Try their best with any work they complete, including homework.

Ask questions when they do not understand something in lessons.

Read any comments on their work and ask questions if they do not understand them.

Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.

Make a conscious effort to meet their targets and to action any suggested improvements.

Take responsibility for their learning.

Feedback and marking in practice

Adults mark using a green pen.

Grow your learning: Children write in their usual pen or pencil. Their response to verbal or written feedback is indicated by a purple pen.

Praise stamps and gold star stickers are encouraged.

The sole focus of feedback should be to further children's learning.

Children should receive feedback either within the lesson itself or in the next appropriate lesson.

Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to children in lessons, allowing them to make good progress.

Teachers to highlight (in yellow) an area of learning to identify areas for further development and careful consideration, which may include editing, redrafting, and refining work to improve clarity, accuracy, and overall quality.

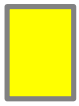
Proof reading and editing in writing lessons

In the writing teaching sequence, editing sessions will be included. Children will receive feedback, linked to the success criteria about strengths and areas for development. Children will self-edit in a purple polishing pen.

Up to three incorrect spellings are noted with the correct spelling in the margin. Children are expected to copy this three times. Spelling errors highlighted are predominantly from the high frequency word list or technical curriculum vocabulary provided.

For children. Stuck into the inside cover of books:

Self, Peer and Teacher Marking

✓ ★	Correct
	Green pen for marking
VF	Verbal feedback to child
WS	With support from adult
I	Independently completed
Purple Polishing Pen	I've edited and improved my work
Editing 	Yellow highlighter against margin indicating section for editing
SP (spelling) x3	Please practise this spelling 3x
~~Mistakes~~	Use a ruler to strike a line through your mistake
II	To show where a finger space should be

Lighting A Spark in Everyone~ Let Your Light Shine Matthew 5:15-16

For teaching staff:

Self, Peer and Teacher Marking

Green pen	Teachers mark in green pen, not biro's
✓ 	Correct Stickers and stamps are used to praise effort and learning.
DJ	DoJo points awarded to praise effort and learning.
•	Incorrect Plan time for the children to have another go and put a green box around their grown learning.
Purple Polishing Pen	Children self-edit in a purple polishing pen directly onto their work.
Green highlighter	Underlined or highlighted, teacher identification for areas of learning to grow and improve.
Green box	Children respond to feedback in their normal pencil or blue handwriting pen.
S	Adult support has been provided. All other work is independent, therefore does not require a code.
VF	Verbal feedback has been provided.

Date Reviewed: September 2026
Next Review: September 2027
Reviewed by: Mini Patel, Assistant head teacher