



Marking and Feedback Policy

Approved by the Governing Body

Autumn 2025

Introduction

At Larkfields Infant School we believe that the feedback we provide to our pupils is an important part of effective teaching and forms a valuable part of the learning process. Feedback provides learners with an understanding of their learning achievements and how to improve.

At Larkfields Infant School feedback can take many forms. However, due to the age of our learners our feedback is heavily weighted towards verbal feedback during the learning process rather than a written review at the end of a lesson.

The Education Endowment Foundation evidenced that effective feedback should:

- Redirect or refocus either the teachers' or the learners' actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Ensure it is meaningful and age appropriate
- Provide specific guidance on how to improve

The Department for Education's expert group emphasised that marking should be 'meaningful, manageable and motivating'. This, along with research by the Department of Education which shows the key contributing factor to teacher workload is marking, has helped shape our policy on marking to ensure our practice is consistent and manageable whilst ensuring it has the maximum impact on learning.

The principles of effective marking and feedback

- The sole focus of feedback, marking and assessment should be to further children's learning
- It is motivating, meaningful and manageable
- It is delivered to children at the earliest opportunity
- It enables children's learning to be checked and assessed
- It informs future planning and teaching as part of assessment for learning
- Evidence of feedback and marking is incidental to the process
- Written comments should only be used where it is accessible to the age and ability of the child.

Our aim is to make use of good practice approaches to ensure children are given timely and purposeful feedback, and their teachers are able to use feedback to assess and adjust their teaching within a series of lessons.

Strategies

It is vital that teachers evaluate the work that children undertake in lessons, and use information from this which allows them to deliver more effective teaching.

Feedback occurs at one of three stages in the learning process

Type	What it looks like
Immediate- at the point of teaching	<ul style="list-style-type: none"> ➤ Includes gathering feedback through tasks such as whiteboards and questioning ➤ Takes place in the lesson with individuals or small groups. ➤ Often given verbally for immediate action ➤ May involve the use of a Teaching Assistant to support or further learning ➤ May include annotations in line with the marking code
Summary- at the end of the lesson or task	<ul style="list-style-type: none"> ➤ Takes place at the end of a lesson or activity ➤ Often involves groups or the whole class ➤ Provides an opportunity to evaluate the learning in the lesson ➤ Make take different forms such as peer or self-assessment ➤ This may guide a teachers understanding of areas of need
Review- away from the point of teaching	<ul style="list-style-type: none"> ➤ Takes place away from the point of teaching ➤ Written comments will only be used if appropriate for the age and ability of the child ➤ Provides the opportunity for the teacher to assess the learning in the lesson and adapt future teaching. ➤ May lead to the creation of target intervention group

Teacher Marking

All work will be acknowledged in some form by the class teacher or teaching assistant.

All work will be date stamped in the bottom right hand corner.

Key to Marking Symbols

V	Verbal feedback has been given- this will be placed at the point in the work the feedback was given.
I	The work has been done independently this will be written above the date, or at the point the work becomes independent.
S	This work has been supported by an adult within a small group
✓	Will be used where the child has demonstrated the learning intention for the lesson

Keyword corrections and letter formation maybe practised at the end of the piece of work.

Peer/Self Marking

When appropriate children will be shown how to mark their own work or that of a peer to promote self-reflection and evaluation.

Children will use a coloured pencil crayon to mark work.

The work will still be seen by the class teacher.

Special Educational Needs

Our marking and feedback is inclusive and can be used by all children regardless of need.

Equal Opportunities

All marking of work is fair to every pupil regardless of race, gender or ability. We strive to give children feedback, marking and responses which are appropriate to their level of language and understanding. Where written feedback is not suitable for a child we provide verbal feedback.