



POLICY DOCUMENT

Marking and Feedback Policy

Princess May Primary School's approach to marking and feedback — 2026–2027

Governing Body Representative (GBR)	Kristofer McGhee (Chair of Governors)
Signed by (GBR)	
Date approved	4 September 2026
Next review due by	September 2027
Related policies	Presentation Policy; Learning Environment Policy; Behaviour Policy; SEND Policy and SEND Information Report
Aligned to	The school's values framework and strategic priorities, and our approach to assessment for learning

1. Our commitment and strategic priorities

Consistent, effective marking and feedback support our wider commitment to staff and our strategic priorities as a school.

Our commitment to staff

- Foster and develop the highest standards of teaching through high-quality professional development.
- Nurture and secure leadership talent to lead the future.
- Recognise and reward the commitment of all staff.
- Create and maintain a mutually supportive, collaborative and caring environment for all.
- Establish wellbeing and health as essential contributions to effectiveness at work.

Our strategic priorities

- Enrich the curriculum to maximise opportunities for children to develop their talents and interests.
- Create a culture of care and stimulate curiosity; build an environment of independence and collaboration for all pupils.
- Use high-quality and innovative approaches to teaching to promote progress and engagement.
- Enhance teaching and learning through ongoing professional development and continuous support.
- Build strong and flexible leadership structures.
- Ensure that every child learns to read.

2. Aims and objectives

Princess May Primary School recognises that marking and feedback are an integral part of assessment for learning, with the need to focus on helping pupils learn how to improve and move their learning on; it can and must inform planning. It is therefore important that all staff, pupils and parents have a common understanding of how work is marked and feedback given, so that our children's books demonstrate that teaching over time is good or outstanding.

3. Effective marking

At Princess May, we use an effective marking philosophy to respond to children's learning, and to:

- motivate children in a meaningful way;
- encourage interaction between the child and teacher, including a 'live marking' philosophy during lessons;
- make every child feel valued and confident in their learning; and
- promote interaction between children, for example through peer assessment.

4. Book expectations

Reception

From Spring, all Reception pupils must have literacy and maths books in use.

Year 1 to Year 6

From the start of the academic year, all pupils in Year 1 to Year 6 must have books for all subjects in use. This ensures consistency in teaching, marking and feedback across the curriculum, in line with this policy.

5. Writing

In KS2, there are 4 taught Literacy lessons a week. In books there should be at least 3 quality pieces of written work per week, including an extended writing opportunity every week. Where a lesson does not result in a written outcome, such as drama, this does not need to be recorded in books and does not therefore need to be marked. In KS1, there should be at least 2 quality pieces of written work per week, including an extended writing opportunity every week. From Spring, in Reception, there should be at least 1 quality piece of written work per week.

Each week, books should contain:

- From Years 2 to 6— one lesson of self- and/or peer assessment, once a week, acknowledged by the teacher. When children are developmentally ready in Year 1, they will begin self and peer assessment also.
- Reception to KS2 — two lessons ‘acknowledgement marked’, with L.O.s double or single ticked to show level of understanding.
- KS1 to KS2 — the weekly extended writing opportunity, marked using marking codes and including next-steps marking related to the learning objective and success criteria. Pupils must be given the opportunity to respond to their next steps marking.

6. Destination Reader

- ‘Selfie’ tasks are self- or peer-assessed in blue pen.
- The ‘Big Picture’ comprehension is marked by the teacher in green pen, with misconceptions addressed.
- Destination Reader follows a three-week cycle: two ‘selfie’ tasks are recorded in books each week, with the ‘Big Picture’ comprehension recorded and teacher-marked in green pen in the third week of the cycle.

7. Read Write Inc (RWInc)

- Teachers and support staff acknowledge-mark each piece of work, correcting spelling errors and syntax.
- Teachers and support staff mark and address any errors in the ‘Write about/Big Write’ within the session. Unlike in other sessions, corrections are not made in blue pen; this is to ensure that children are focusing on the Phonics.

8. Maths

There are 5 Maths lessons a week and should be at least 4 quality pieces of work in Numeracy books every week. Each week, books should contain:

- all calculations marked — live marking is strongly encouraged, as is marking during the plenary; and
- a detailed response from the teacher setting out next steps, with opportunities for children to respond, in use once a week; next steps should always be differentiated, with pre-prepared sheets not permitted. Live marking during lessons is strongly encouraged.

9. Science

There should be at least 1 piece of work in books per week.

- Each lesson is marked using the pre-prepared assessment tick sheet, stuck in at the top of each lesson.
- Each unit is then assessed through an essay using the assessment tick sheet, with next steps and gaps in knowledge recorded.

10. History and Geography

There should be at least 1 piece of work in books per week.

- Each lesson is marked using the pre-prepared assessment tick sheet, stuck in at the top of each lesson.
- Each unit is then assessed through an essay using the assessment tick sheet, with next steps and gaps in knowledge recorded.

11. Religious Education

There should be at least 1 piece of work in books per week.

- Each lesson is marked using the pre-prepared assessment tick sheet, stuck in at the top of each lesson.
- Each unit is then assessed through an essay using the assessment tick sheet, with next steps and gaps in knowledge recorded.

12. Art

- There should be at least 1 piece of work in books per week.
- Self-assessment using blue pen marking; teachers should assess pupils' understanding through observation, questioning and verbal feedback during the lesson.

13. Design and Technology, Computing, Music and PSHE

No formal written feedback is required. Teachers should assess pupils' understanding through observation, questioning and verbal feedback during the lesson. Prior learning is revisited at the start of each lesson through recap and recall questions provided within the scheme of work.

14. Spanish booklets

- Work booklets are marked using peer or self-assessment, or teacher acknowledgements.

15. Pupil response to feedback

- Teachers should plan time at the start of the next lesson for pupils to respond to the teacher's comments in blue pen and/or complete peer and self-assessment. 5–10 minutes is usually sufficient for pupils to respond meaningfully, though this will vary by year group and become quicker over time.
- In subjects where books are not used, misconceptions are addressed through discussion, questioning and verbal feedback during the lesson and in the following lesson.

16. General

All children's work should be acknowledged and valued. Marking should be kept up to date, to allow a response to feedback in the subsequent lesson. Teachers mark pupils' work in green pen.

17. Use of codes in marking

The following marking codes are used consistently across the school:

Meaning	Symbol / notation
Supported work	SW
Independent work	IW

Meaning	Symbol / notation
Verbal feedback	VF
Spelling error	Wavy underline beneath the word
Punctuation error	Capital P inside a circle
Grammatical error	Capital G inside a circle
Doesn't make sense	Question mark inside a circle
Look again	'LA' written in the margin
New paragraph	//
Missing words	^
Correct answer / I like this bit	A single tick
L.O. met	A double tick
Next steps	A step symbol, followed by the next-steps comment

18. Marking effectiveness criteria

The following criteria describe what outstanding, good, requires-improvement and inadequate marking looks like at Princess May, and are used to support monitoring and staff development.

Outstanding

- Strategies exist to acknowledge and celebrate the achievement of targets.
- Children are involved in setting targets for improvement.
- There is a very good level of response to personalised comments from teachers, with some subsequent response from the teacher.
- Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge.
- Children actively demonstrate understanding of the targets set.

Good

- All children are set relevant, accurate targets on a regular basis.
- Self-assessment is a regular activity: children know what they are good at and what they need to do to improve.
- Children revisit and respond to previous learning through written, post-task questions.
- Children respond to personalised comments from teachers.
- It is clear that lessons have been planned to maximise progression.

Requires improvement

- There is sufficient work in children's books to allow marking to have impact, reflecting a well-planned curriculum — 3 pieces of literacy and maths, and 1 piece in science and humanities.
- Each piece of work in books is marked and/or peer/self-assessed.
- Children know how well they have done in relation to the objective, and marking helps build confidence.
- The majority of marking is about recognising success, and some relevant targets are set.
- The teacher's handwriting, spelling and use of Standard English are accurate and easy to read.
- There is evidence of wide coverage of the National Curriculum, and the Presentation Policy is adhered to.

Inadequate

Marking is likely to be inadequate if it does little to help children improve. The key features of inadequate marking are the opposite of satisfactory marking:

- work is not marked regularly, and marking is not linked to the objective;
- marking does not help build confidence, and is not mostly about recognising success;
- no relevant targets are set, or targets are poorly chosen;
- the teacher's handwriting is not easy to read, and spelling or Standard English is inaccurate;
- work is marked incorrectly, or the advice given to children is inaccurate; and
- there is insufficient work in children's books to allow marking to have impact.

19. Book looks

The criteria in section 18 are used during all book looks, informed by the Writing Fundamentals Checklists for Year 1 to Year 6 (Appendix 1). Book looks are carried out weekly by the Senior Leadership Team, with feedback given to teachers to support consistent, effective marking across the school.

20. Monitoring and review

This policy is monitored through weekly book looks, work scrutiny, learning walks and subject monitoring, in line with the Learning Environment and Presentation Policies. It is reviewed at least annually, and approved by the Headteacher and governing board.

21. Links with other policies

- Presentation Policy;
- Learning Environment Policy;
- Behaviour Policy; and
- SEND Policy and SEND Information Report.

Appendix 1: Writing Fundamentals Checklists

A Writing Fundamentals Checklist is used for each year group or key stage, setting out the specific skills pupils are expected to demonstrate in their extended writing, in line with section 5. Each checklist covers handwriting, sentence and structure, grammar, spelling and punctuation, with a 'T' (target) column for teachers or pupils to mark off skills as they are achieved. A copy of the relevant checklist is stuck into each pupil's book at the start of the year and referred to during marking.

Appendix 1a: Year 1 writing fundamentals checklist

Handwriting

Skill	T (target)
Write letters correctly	

Sentence & structure

Skill	T (target)
Capital letter for 'I' and for proper nouns like names, places, days, months...	
Think of a sentence, say it out loud and write it down	
Use 'and' once in a sentence	
Read and edit your sentence	
Join ideas with 'and' and 'because'	

Grammar

Skill	T (target)
Use -s to make plurals	
Use -es to make plurals	
Use -ing to make a new word	
Use -ed to make a new word	
Use -er to make a new word	

Spelling

Skill	T (target)
Said, here, the, we, you, I, of, was, were, some, come	
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	
My target word: 1. 2. 3. (space for 3 pupil-chosen target words)	

Punctuation

Pupils practise: capital letter (A), full stop (.), question mark (?) and exclamation mark (!), with a row for independent practice of each.

Target practice: space is provided at the bottom of the checklist for pupils to practise a sentence using their current targets.

Appendix 1b: Year 2 writing fundamentals checklist

Handwriting

Skill	T (target)
Write letters correctly	

Sentence & structure

Skill	T (target)
Capital letter for 'I' and for proper nouns like names, places, days, months...	
Think of a sentence, say it out loud and write it down	
Use 'and' once in a sentence	
Read and edit your sentence	
Join ideas with 'and', 'but', 'so'	
Use noun phrases	

Grammar

Skill	T (target)
Use -ment to make a new word	
Use -ness to make a new word	
Use -ful to make a new word	
Use -less to make a new word	
Use -ly to make a new word	

Spelling

Skill	T (target)
Said, could, would, should, because, who, beautiful, people	
Contractions: hasn't (has not), it's (it is), she'll (she will), I've (I have)	
My target word: 1. 2. 3. (space for 3 pupil-chosen target words)	

Punctuation

Pupils practise: capital letter (A), full stop (.), question mark (?), exclamation mark (!), comma (,) and apostrophe ('), with a row for independent practice of each.

Target practice: space is provided at the bottom of the checklist for pupils to practise a sentence using their current targets.

Appendix 1c: Lower Key Stage 2 (Year 3/4) writing fundamentals checklist

Handwriting

Skill	T (target)
Correctly formed cursive handwriting	

Sentence & structure

Skill	T (target)
Capital letter for 'I' and for proper nouns like names, places, days, months...	
Start sentences with a capital letter	
Finish sentences at the right time with a full stop (or ! or ?)	
Use adverbs, e.g. silently, quickly	
Use a variety of conjunctions, e.g. because, but, so	
Group related sentences into paragraphs	

Grammar

Skill	T (target)
Subject and verb match	
Pronouns used to avoid repetition	
'A' and 'an' used correctly	
Comma after a fronted adverbial	

Spelling

Skill	T (target)
There, their, they're	
To, too, two	
Off, of	
Your, you're	
Because	

Punctuation

Skill	T (target)
Question marks for questions	
Apostrophes for possession and omission	
Commas between clauses, commas in lists	
Speech punctuated correctly	

Pupils also practise the following symbols independently: exclamation mark, question mark, apostrophe, comma, speech marks, brackets and ellipsis.

Appendix 1d: Upper Key Stage 2 writing fundamentals checklist

Handwriting

Skill	T (target)
Correctly formed cursive handwriting	

Sentence & structure

Skill	T (target)
Capital letter for 'I' and for proper nouns like names, places, days, months...	
Start sentences with a capital letter	
Finish sentences at the right time with a full stop (or ! or ?)	
Varied sentence types — short for effect, compound, complex...	
Conjunctions used effectively	
Group related sentences into paragraphs	

Grammar

Skill	T (target)
Subject and verb match and have the correct tense	
Pronouns used to avoid repetition	
'A' and 'an' used correctly	

Spelling

Skill	T (target)
There, their, they're	
To, too, two	
Off, of	
Your, you're	

Punctuation

Skill	T (target)
Question marks for questions	
Apostrophes for possession and omission	
Commas between clauses, commas in lists	
Speech punctuated correctly	

Pupils also practise the following symbols independently: exclamation mark, question mark, apostrophe, comma, speech marks, brackets, ellipsis, colon, semi-colon and dash.