



Manby Lodge Infant School Marking and Feedback Policy

**Reviewed: Spring 2026
Next Review: Spring 2028**

Introduction

At Manby Lodge we know that the provision of effective marking and feedback to children is one of the key factors for improving learning through assessment. The learner needs to understand the purpose of the learning, how to make improvements, and be given specific time to respond to comments or feedback.

'Feedback is one of the most powerful influences on learning and achievement', Hattie and Timperley's Model of Feedback (2007). We know that the most effective feedback needs to be specific, accurate and clear and ideally takes place alongside the child. It also needs to be 'meaningful, manageable and motivating' as stated in the report: Eliminating unnecessary workload around marking, Independent Teacher Workload Review Group (March 2016).

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria, enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Marking and Feedback should:

- Be manageable for teachers
- Be embedded in classroom practice. It is an aspect of assessment which is used to improve learning and inform planning and target setting
- Be given promptly and regularly to children
- Relate to learning objectives, which are shared with children
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement and progress
- Verbally provide next steps in learning
- Allow specific time for children to read, reflect and respond to marking
- Respond to individual learning needs, marking face-to-face with some and at a distance for others
- Be accessible to children and age appropriate
- Use consistent approaches throughout the school
- Be seen by children as a positive experience which will improve their learning
- Encourage and teach children to self and peer assess wherever possible

EYFS

- Verbal feedback identifying strengths and next steps given in the moment
- Photos as evidence
- Opportunities for children to comment verbally on work and each other's work
- Observation on Tapestry
- Discussion with children and targeted questioning

- Symbols used to show whether work was independent (I) or supported (S).
- Comments written to show the level of support, and next steps given
- Child's voice annotated, when necessary
- Pink and green marking pens will be used
- Annotations will be used when necessary
- Address and correct letter formation and reversals in the moment and, if necessary, allow opportunities for children to practice using models / scaffolds in green.

General marking and feedback strategies Year 1 and 2

- Verbal feedback – it is recognised that staff constantly give children verbal feedback and this does not need to be indicated.
- Reflection time – children will be given time to respond to marking, correcting spellings, editing work, checking corrections etc.
- Peer and whole class assessment opportunities are planned for as appropriate, and children give specific feedback to each other
- Work is marked with **green** and **pink**.

“Tickled Pink” identifies the child's strengths and where they have met the learning objective and what they have done well.

“Green for Growth” identifies areas for development and next steps.

- A star signaled next to the WALT will show if the child has achieved the learning objective. This should be in pink. If the child has not met the LO, it will be left blank.
- **“Purple Polishing Pens”**- children use these to edit their work and make improvements or corrections.
- Symbols are used to show if the child was supported (S) or worked independently (I).
- Staff other than the class teacher initial work they have marked. Where there is a job share situation, teachers will initial work they have marked.

Subject Specific Feedback Year 1 and 2

Mathematics

- Calculations will be marked with a tick or highlighted pink if correct, or a dot or highlighted green if not.
- Next steps given when needed.

English/writing

- Work that needs to be annotated (where the writing is unclear or illegible), will be scribed by an adult. This may be at the time, while working directly with a child, or if necessary from a distance, as the adult will know the context and may be able to decipher the writing. Scribing will be written in blue or black ink.
- Highlight in pink aspects of the children's work linked to the success criteria that the child has done well.
- Highlight in green areas of the children's work that they need to edit or improve.

- Address and correct letter formation and reversals in the moment and, if necessary, allow opportunities for children to practice using models / scaffolds in green.

Spelling feedback:

In Year 2, up to 3 common exception words will be highlighted in green in pieces of writing, where appropriate, and write them in green biro underneath, and the child will be prompted to rewrite them correctly 3 times.

- In Year 1, high frequency words, or Harder to Read and Spell words (ELS phonics scheme) will be identified, where appropriate, and the child will be prompted to rewrite them correctly in green biro.

Handwriting feedback:

- Verbal feedback is given throughout the handwriting session. Emphasis is placed on quality over quantity.
- Children to circle their 'best' letter / word in the line.

Topic including all foundation subjects

- All pieces of topic work need to be acknowledged by the teacher by indicating whether it was supported or not using the symbols mentioned previously (S or I), and whether the learning objective has been met (using a star).
- Where extended writing links to topic work, the writing will be marked in line with the English/writing guidance above.

Art and Design Technology (DT)

- Topic cover pages are used to highlight each unit in Art and DT. These outline all learning objectives and are then marked using the symbols mentioned previously (S or I)

Marking Symbols Year 1 and Year 2

S	I	Sp
support	independent work	spelling



A pink star next to the WALT indicates that the Learning Objective has been met.