

GRANGE INFANT SCHOOL

FEEDBACK, MARKING & IMPROVEMENT POLICY

Rationale

To improve standards and ensure that children make good progress, we at Grange Infant School, believe that marking and feedback is an essential part of planning, assessment, teaching and learning. We respond to pupils' work through constructive communication that acknowledges achievement, promotes positive attitudes and behaviour.

We recognise the benefit of high-quality feedback in line with research from the Education Endowment Foundation: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

We strive to make sure that marking is manageable, meaningful and motivating to ensure that marking is effective, efficient and proportionate. This policy is for all teachers and teaching assistants in school and includes supply teachers.

Purpose

The purposes of our feedback and marking policy are:

- To ensure maximum progress leading to higher achievements.
- To encourage, motivate, support and promote positive attitudes and effort
- To identify and promote strengths in learning.
- To give constructive, clear, specific guidance on how to improve, both written (words or symbols) and/or verbal.
- To provide information for on- going assessment and inform planning.
- To correct errors / address misconceptions
- To recognise achievements in presentation and effort within this.
- To show children that we value their work in order to boost self- esteem and develop a growth mindset.
- To allow Key Stage 1 (KS1) children to reflect on their learning and success criteria (English) or requirements in the next lesson (maths) together with the teaching staff.
- To allow children in Early Years (EY) Year R (YR) to understand how well they have achieved using their 'stars to success'

Key Principles:

At Grange Infant School feedback and marking should:

- Be effective and efficient i.e. should be proportionate and reasonable and should only be done if it has an impact on children's learning.
- Ensure that children know how well they are doing through verbal or written feedback (including symbols) and what they need to do to improve to make further progress.
- Be obvious on every piece of work when and where appropriate so that it helps progress and leads to improvement.
- Allow time for children to act on feedback.
- Be constructive and specific so that the child can revise and improve, where appropriate.

- Be understood by the child e.g. symbols or systems for assessment for learning having been taught explicitly to the class.
- Be relevant to the age, needs, attainment and progress of the child.
- Be related to specific learning objectives, which the children should know in advance.
- If age appropriate, provide children with opportunities to assess their own work and that of others.
- Provide the opportunity for children to self –assess and feedback to staff.
- Provide children with opportunities to improve their work and deepen learning either within the lesson or as soon as possible after.
- Ensure that feedback, whether written or verbal, is as immediate as possible to allow children to move on in their learning.
- Highlight to the child where they have achieved and been successful

Grange Infant school supports 'live marking' (in the moment and at the time) across all core subject areas and when appropriate, in foundation subjects according to teacher judgements.

Within a core lesson, it is agreed that every piece of work will have some evidence of marking i.e. the header is completed with teacher initials and L/O assessed. For identified guided groups, diagnostic marking will be evident, along with the child's response. Marking and the child's response will be age and need appropriate and teachers will use their professional judgement. For children working independently, they may have work marked within the lesson to enable a quick response where necessary or will have their work marked after the session with feedback ready for response at a later time that day or the next morning. This will not be as deep a mark as the guided groups but will address any errors or misconceptions.

Headers: see appendix 1, 2 and 3

Every piece of work must have a header that has the following detail:

- The date
- The learning objective – In KS1 these will be colour coded according to pitch.
- KS1 Infant friendly pictorial success criteria for literacy or self-assessment for maths
- EY- stars to success are highlight in yellow.
- Independent/ group work identified with level and type of support given
- The adult's initials (which may be digitally added in advance)

These headers must be filled in for every lesson for every core subject.

For the core in EY or KS1

Where a teacher has been working with a child in a guided group, it should be evident from the marking where verbal feedback has been given with a letter V. It should be evident what the nature of the feedback is. Learning objectives should be ticked green or dotted pink dependent on outcome. If a child has gone some way to achieve the learning objective it may be annotated with PA for partially achieved.

Evidence of pupil responses with be changes to their work. E.g. Corrected reversals of numbers or letters. Evidence of revisions after feedback or self-evaluation will be with [blue for better in KS1](#)

[Green for seen](#) and [pink for think](#) may be used to highlight specific misconceptions or areas of success.

Misconceptions should be highlighted either with verbal or written feedback so they can be picked up within quick response in the afternoon.

For English the most useful feedback to a child is verbal and in the moment.

For maths, the most useful marking is a diagnostic comment or annotation in the header to show the child's level of fluency.

Verbal comments recognising Growth Mindset, success and specific learning behaviours will be used where appropriate in order to motivate children or highlight ongoing success.

Children can be sent to the Headteacher or a member of the senior leadership team to share success.

For the Foundation:

Foundation learning and activities, where possible, are now contained within a unit booklet. These booklets will have the learning journey for that topic or subject, the learning objectives to be covered and a simple grid to highlight the progress made by the individual child: working at, working above or working below the expected standard. Group activities are indicated and for some activities, the level and type of support may be highlighted.

The same expectations are there for cross curricular tasks in terms of presentation, punctuation and spelling. Subject specific misconceptions whether knowledge based or topic vocabulary will be addressed.

Success Criteria

We know our policy is working if:

- Work is being marked regularly, improvements can be seen in key areas and good progress is evident.
- Marking informs future planning.
- Children can articulate their learning objectives and work towards achieving them.
- Evidence (book scrutiny) shows that children are responding to feedback and marking (including verbal feedback).
- Children have responded to feedback and apply these revisions to their future learning.
- Children know what they have done well and how.

Monitoring:

We will ensure that these guidelines are being used consistently applied throughout the school by sampling marked work. This will be carried out by all subject leaders when carrying out monitoring activities as part of their role. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The

Governing board will monitor the implementation of the policy through a book scrutiny highlighted on the governors monitoring schedule. At the start of most staff meetings there will a book scrutiny with a clear focus such as SEND.

This policy will be reviewed in line with the school improvement plan.

Reviewed and agreed by the Governing Board on: 15th January 2026

Review date: February 2027

Signed
Headteacher



Signed
Chair of Governors



Appendix 1 Headers:

A typical EY's header

|  Numerals Recognition and ordering  | | |
|--|---|---|
| WB: Date | | |
| I can order numbers as a group from 0-5 | I can order the numbers (0,1,2,3,4,5,6,7,8,9,10). | I can order the numbers (0,1,2,3,4,5,7,8,9,10,11,12,13,14,15,16,17,18,19,20). |
| I can order number 0-5 | | |
| I needed lots of support with: | Or I was supported at times with: | Or I needed no help at all |
| Staff: | | |

A typical KS1 maths header

Date

Context: fractions of shapes

| Fluently, with tools or jottings? | | | Independently I could work independently after the teacher input. | OR | Guided I needed support to understand ... | Teacher / TA/ Cover Teacher |
|---|---|---|--|----|--|-----------------------------|
| F | T | J | | | | |
| Tomorrow I will need ... | | | | | | <input type="checkbox"/> |
|  ...some help |  ...some practise |  ...a harder challenge. | | | | |

Yr 2 LO – I can fold and cut shapes into halves and quarters fairly.

A typical KS1 literacy header

| | |
|--|---|
| Year 2 Date 3 day task Teacher / TA/ Cover <input type="text"/> | I / G / WC I needed support with... |
| LO: I can innovate and write my fairy story using pictures. | |
| Copy these in your best kinetic letters. Underline your best out of 3. | |
| h _____ | |
| H _____ | |

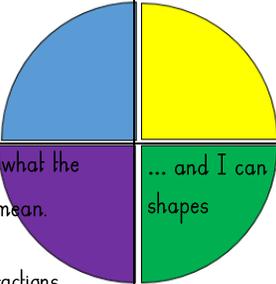
Appendix 2

Example of a formative assessment header in KS1

Date: Context-shapes

LO-. I can show my teacher what I can remember about halving and quartering shapes and numbers

| | |
|---|--|
| Key task assessment Year 2 | Teacher / TA/ <input type="text"/> Cover Teacher |
| I can fold $\frac{1}{2}$ of a shape | ...and I can fold and colour $\frac{1}{2}$ and $\frac{1}{4}$ of shapes |
| ...I am beginning to understand what the numerator and denominator mean. I am beginning to link \div with fractions. | ... and I can draw and find half and $\frac{1}{4}$ of shapes |





Date:

Context: Remembrance Day

Unaided task: Write a senses poem inspired by poppies

LO: I can edit my work



Teacher



initials

Example of a summative assessment header in KS1

Appendix 3

Codes on work

| | |
|-----|--|
| I | Worked independently |
| S | Supported |
| V | Verbal feedback given |
| P/A | Learning objective has been partially achieved |