



*‘Through God’s Love We Learn and
Flourish Together’*

Corinthians 16:14

Compassion, Courage, Perseverance, Respect, Thankfulness, Trust

FEEDBACK & MARKING POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with:	Senior Leadership Team
Approved by:	 K. Rolph, Chair of Committee	Date:	24th November 2025
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Contents

1. Aims.....	3
2. Feedback.....	3
3. Marking Spellings.....	3
4. Support Codes.....	3
5. Marking in Mathematics.....	4
6. Peer Marking	4
7. Feedback in EYFS	4
Appendix 1: Marking Codes	5

1. Aims

At Aylburton and English Bicknor C of E Primary Schools, we believe that all children's work is valuable and should be treated with respect. Providing effective feedback through reflecting, correcting and extending skills and knowledge is essential in order to move learning forward and enable the pupils to flourish.

2. Feedback

Feedback aims to accelerate and direct learning to celebrate success and highlight next steps wherever you are on your learning pathway. Wherever possible, feedback will take the form of a conversation (either verbally or as responses to written comments) between learner and teacher. A response will be given to all work, which may be written or verbally. Where verbal feedback has taken place, this will be indicated using the code VF.

Written feedback will provide **positive comments – Tickled Pink** and **points for reflection / correction / next steps – Green for Growth** using pink and green pens. Children will edit and improve their own work using **purple polishing pens**. Learners will be given time to act on feedback provided. The Learning Point for each lesson will be highlighted with either a pink or green highlighter to indicate whether it has been achieved.

Marking codes outlined in [Appendix 1](#) are used to provide feedback. These codes will be displayed in every classroom.

3. Marking Spellings

When marking spellings in a piece of written work, teachers will exercise their professional judgment as to which words and how many words should be corrected. This will be based on the child's individual learning needs or a class focus.

- In KS1 the spelling error will be underlined in green and corrected independently or with support, using a range of strategies and resources.
- In KS2 a spelling error will be indicated in the margin for the children to identify and correct accordingly. This may be done independently or with support.

4. Support Codes

The following support codes are written in books by staff giving an indication of the level of independence of the pupil when producing the work. Independent work will only be indicated when support has been provided at other points in the lesson.

Independent	I
Supported	S
Minimal Support	MS

5. Marking in Mathematics

When marking mathematics work, pink comments will highlight success against the learning objective and green to give next steps feedback. Next step feedback can be given in the following ways:

- A reminder prompt e.g. *Look at your calculation, explain to me what the problem was and how you tackled it.*
- A scaffold prompt e.g. Model a method then provide children with an example to attempt or direct them to have another go at a question.

Correct answers will be marked with a pink tick. If children have made a mistake then any answers that need to be corrected should be marked with a green dot. Children are supported through small group or 1:1 same / next day intervention as a means to act on feedback and move forward in their learning.

Wherever possible, feedback will be given immediately in verbal form.

6. Peer Marking

Where peer marking is used it is monitored by the class teacher and if necessary, feedback will be provided in line with this policy.

7. Feedback in EYFS

In EYFS, the majority of feedback will be provided verbally. Any adult led work that has been recorded by the child will either be marked with pink comments saying what the child can do and green comments for next steps. These comments link to the Development Matters and are to inform the adults not for the children to read.

This policy supports the Teaching and Learning policy.

This policy is available on the school's websites:

www.aylburtoncofe.co.uk/policies

[Policies | English Bicknor C of E Primary School](#)

Paper copies are available on request from the School Office

Appendices Overleaf

Appendix 1: Marking Codes

Marking codes	
//	new paragraph
sp	spelling
p	punctuation
vf	verbal feedback
^	insert
*	Insertion placed on bottom/ reverse of page
[]	Remove section

Tickled pink <i>(what have I done well?)</i>	
Green for Growth <i>(what can I do better next time?)</i>	
Purple Polishing <i>(editing and improving)</i>	

Independent	I
Supported	S
Minimal Support	MS