



Luston and Shobdon Community Primary Schools Federation
including Luston Nursery

Marking and Feedback Policy

Last reviewed	April 2026
Renewal due	Apri 2027

At the Federation, we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to the marking method used by individual teachers and therefore have an age-appropriate school approach, which is used in each classroom. However, teachers use their professional judgement to take into account the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give relevant feedback as an essential part of the assessment process.

Aims

We mark children's work and offer feedback to:

- Show that we value their work and encourage them to do the same;
- Boost self-esteem and aspirations, through sue of praise and encouragement;
- Give a clear general picture of how far they have come in their learning;
- Offer them specific information on the extent to which they have met the learning challenge, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding and identify any misconceptions;

- Provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- Provide the ongoing assessment that should inform future lesson planning;

Principles of marking and feedback

- The Federation has a standardised approach to the marking and feedback of all pieces of work.
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the learning challenge and the child's own personal learning targets.
- The child must be able to clearly understand the marking and be given time to do so.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in their own learning. This includes sharing the learning challenge and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible and written in a contrasting colour.
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Feedback can be used to identify a particular area of difficulty.
- Errors that were made by many children should not be the subject of individual comments but should be noted in future planning.
- Marking will normally be done as 'live' marking or before the next lesson in that subject, although this may not always be possible for longer pieces of work.

Presentation

- The Federation has a standardised approach to the presentation of all written work. These guidelines are displayed in each classroom.