

Marking and Feedback Policy

2025/2026

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Meaningful, Manageable and Motivating

What is the purpose of this policy?

The purpose of this policy is to outline the key role feedback plays within our teaching and learning culture across the PACT and what this looks like in practice for adults and children. Consistency in both expectation and practice will be demonstrated through our children's confidence in articulating the following:

1. What am I trying to achieve?
2. How much progress have I made so far?
3. What should I do next?

Book monitoring, progress data and lesson triangulation will ensure our feedback is accurate and purposeful and is making a difference.

Meaningful

- Be for one audience and one audience only – the pupil
- Address learning points and misconceptions
- Give Learners the opportunity to reflect on their feedback and ask questions.

Manageable

- A range of feedback
- Live and current
- Written feedback is used only for **Extended Writing** and where appropriate

Motivating

- Be an opportunity for the learner to participate in the process so that there is a shared perspective on feedback, marking and personal target setting.

Research and Developing practice

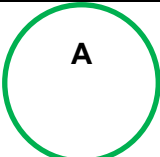
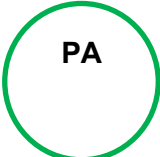
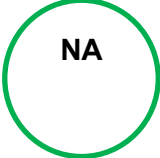
The Prince Albert Community Trust is constantly looking at ways to develop practice and the provision for our children. At any one time there may be research and trials of different approaches taking place for learners and teachers in any of our schools. The intended impact of any such pilots will be evaluated carefully. Any permanent changes to trust policy will be presented to the Board of Trustees, so that policy can be amended accordingly.

Appendix A

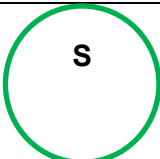
Codes and Symbols to Support Learning Dialogues

All children

The Learning Objective should be initialled and circled at the bottom right corner on the line, by the adult who is marking along with an overall judgement with one of the below.

	LO Achieved
	LO Partly Achieved
	LO Not Achieved

If required, where a child has been scaffolded within the work, you may indicate in the margin:

	Supported work When a child has support/extra scaffolding to achieve the objective.
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Reception

—	Underline the letter where a capital letter is needed or it has been used in error.		Missing punctuation
Tick	The work is correct	SP	Spelling error – 'harder to read and spell words.' No more than three. <i>Persistent errors should be addressed by teachers through the teaching of spelling</i>
	Finger space error	VF	Verbal feedback is given

KS1

—	Underline the letter where a capital letter is needed or if it has been used in error.		Missing punctuation
Tick	The work is correct	SP	Spelling error - common exception words or given technical words. No more than three. <i>Persistent errors should be addressed by teachers through the teaching of spelling</i>
▪	There is a mistake here; have another go.	GT	When appropriate, a task or comment may be needed to address a misconception. Write GT and then a comment with an example of what is needed. This may include a teacher model and a child's worked example (purple pen).
VF	Verbal feedback given. Child given the opportunity to improve their work alongside the class teacher using purple pen.		

KS2

—	Underline the letter where a capital letter is needed or if it has been used in error.	■	There is a mistake here; have another go.
^	Missing Word(s)	SP	Spelling error - common exception words or given technical words. No more than three. <i>Persistent errors should be addressed by teachers in spelling</i>
?	Does this make sense?	//	New paragraph
Double tick in green pen	Amazing word, phrase or sentence used.		Missing punctuation
GT	When appropriate, a task or comment may be needed to address a misconception. Write GT and then a comment with an example of what is needed. This may include a teacher model and a child's worked example (purple pen).	VF	Verbal feedback given. Child given the opportunity to improve their work alongside the class teacher using purple pen. A deep mark would then not be required.

Self-Review and Assessment and Evaluation

Self-Review and Assessment and Evaluation **can** be displayed in books in order to reflect the knowledge and understanding of the individual. An example of how it can be presented:
(For pupil use)

SA	Self Assessed – the teacher will still need to acknowledge and check the work is correctly marked
PA	Peer Assessed - the teacher will still need to acknowledge and check the work is correctly marked

Teacher – Green Pen
Pupil – Purple pen

Review

This policy will be reviewed every two years.

Whenever changes to admission arrangements are proposed (except where the change is an increase to the agreed admission number), the Trust will publicly consult on these changes.

