



Date	Review Date	Coordinator	Nominated Governor
June 2025	June 2026	Mr Try	Chair

Hillcrest Primary School: Marking and Feedback Policy

1. Introduction

This policy outlines the principles and expectations for marking and feedback at Hillcrest Primary School. Effective marking and feedback are fundamental components of high-quality teaching and learning, guiding both pupils and teachers toward improved outcomes.

2. Aims

2.1 High-quality feedback helps pupils make progress by clarifying what they have done well and identifying what they need to improve. At the same time, collecting feedback from pupils helps teachers understand how effectively learning has been embedded, allowing for appropriate intervention or challenge in subsequent lessons.

2.2 The **Marking Policy Review Group** defines effective feedback as *“Manageable, Meaningful, and Motivating.”* It should serve a single, clear purpose: to advance pupil progress and outcomes.

2.3 At Hillcrest, we value feedback that is timely and dialogic. We believe that ‘marking in the moment’—real-time interactions between pupils and staff—is the most effective form of feedback. It supports reflective learning, addresses misconceptions promptly, and celebrates achievement, thereby promoting motivation and confidence.

3. The Hillcrest Approach to Marking

3.1 Before giving feedback, staff consider: *“Why am I giving this feedback?”* There are two core purposes:

- To motivate the child
- To move learning forward by:
 - Addressing misconceptions
 - Reinforcing key knowledge or skills



- Extending understanding

3.2 Our 'Mark in the Moment' strategy prioritises immediate and effective feedback. This is often delivered through verbal dialogue, tailored to be specific, constructive and actionable. All pupils should receive verbal feedback regularly.

3.3 When real-time feedback is not possible, teachers are expected to acknowledge learning in English, Maths and Science books as soon as possible after the lesson, using the marking codes outlined below. Frequency of use will depend on lesson objectives, age group and pupil needs.

4. Marking Codes

Code	Meaning
EYES 👁️👁️	Indicates where pupils should reattempt or complete additional challenges
NEXT STEPS ➡️	Signposts what pupils should move on to in their learning
VF	Verbal Feedback – marks where a staff member has provided verbal support
WB	Word Bank – used to support vocabulary in English
WF	Writing Frame or model used to support structure
C	Concrete resources used in Maths
P	Pictorial representation used in Maths
TA	Targeted support provided by a Teaching Assistant
T	Targeted support provided by the Teacher
I	Independent work (following any support)
Sp	A spelling error that needs correcting

- **TAs** mark in **TURQUOISE** pen
- **Teachers** mark in **GREEN** pen
- **Pupils** respond or self-mark using **PURPLE Polishing Pens**

Use of Highlighters

Highlighters may be used, where appropriate, to indicate success against learning objectives or assessment statements, particularly in subjects like Science.



5. Expectations in Maths

5.1 Children in KS2 are encouraged to self-mark work with the teacher to gain immediate feedback. Teachers should review Maths books as soon as possible after the lesson. Misconceptions must be addressed either immediately or adapted into subsequent lesson plans.

5.2 **Self-assessment** is encouraged. Children may use:

- Emoji faces to reflect understanding:
😊 *I understood*, 😐 *I partly understood*, 😞 *I didn't understand*
- The RAG system next to the WALT (We Are Learning To):
 - **Red:** Not confident
 - **Amber:** Partly confident
 - **Green:** Fully confident
 - These systems help pupils reflect and enable teachers to monitor understanding.

6. Expectations in English

6.1 English books should be reviewed as soon as possible following each lesson. More in-depth feedback is often given during the writing phase of a unit, especially leading up to an *Author Write*. Whole-class feedback may also be provided to address common strengths and areas for development.

7. Special Educational Needs and Disabilities (SEND)

7.1 Marking and feedback for pupils with SEND must be:

- Accessible and tailored to their individual learning targets
- Supportive, focusing on both effort and achievement
- Inclusive, encouraging independence while recognising where scaffolding is necessary

Teachers should collaborate with the SENCO to ensure feedback strategies are effective and consistent with pupil support plans (e.g., EHCPs or All About Me).

8. Role of Governors

8.1 The Governing Body plays a key role in shaping and evaluating our marking and feedback policy. Governors will:



- Ensure school environments are conducive to learning
- Review methods in the context of health and safety
- Evaluate policy implementation via headteacher reports and subject leader meetings

9. Role of Parents

9.1 Parents are encouraged to:

- Engage with their child's learning journey through homework and reading support
- Attend parent consultations to discuss feedback and progress
- Encourage children to reflect on feedback given at school
- Communicate with teachers if concerns arise
- Parents are invited to view pupils' work at monthly dropins

9.2 The school values open dialogue with parents as partners in the learning process.

10. Monitoring and Review

10.1 The effectiveness of this policy will be monitored through regular book looks, lesson observations and pupil voice.

10.2 The policy will be formally reviewed on an annual basis to reflect:

- Curriculum developments
- Feedback from staff, pupils, and parents
- Emerging research on best practice
- Changes in school structure or priorities

Headteacher:		Date:	
Chair of Governing Body:		Date:	