John Keats Primary School

Marking and Feedback Policy

Last updated: 13 February 2026

Next review: 13 February 2027 (or earlier depending on guidance updates and/or changes)

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1) Purpose

This policy sets out a whole-school approach to marking and feedback that is **Meaningful, Manageable and Motivating** for pupils and staff. It aims to:

- accelerate progress by ensuring feedback consistently **moves learning forward**;
- reduce unnecessary workload by prioritising **timely, live feedback** instead of time-consuming marking after a lesson;
- ensure children's work is always acknowledged;
- promote pupil **independence, metacognition and self-regulation**;
- ensure a clear, consistent standard of practice in all classes and subjects.

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2) Principles and Evidence

- **Teachers' Standards** state that teachers should "**give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback**." This does **not** require pupils to always provide a written response; acting on feedback in subsequent work is appropriate.
- The **Education Endowment Foundation (EEF)** highlights that meaningful feedback:
    1. Redirects/refocuses teacher or learner actions toward a goal;
    2. is **specific, accurate and clear**;
    3. **encourages further effort**;

4. is **appropriately timed feedback** so it remains meaningful;
5. prompts pupils to **correct their own mistakes**;
6. and alerts teachers to **misconceptions**.

- Research on **formative assessment** (Black & Wiliam) and **feedback** (Hattie) shows that well-designed feedback produces **meaningful gains** when it clarifies success criteria, addresses misconceptions, and is acted upon by pupils.
- **Metacognition and self-regulated learning** (EEF) improve outcomes when pupils are explicitly taught to **plan, monitor and evaluate** their learning and when self-assessment is **embedded**.

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3) Teaching and Learning Principles

We know that feedback and high-quality teaching are closely interlinked. Therefore, at John Keats, our teaching is guided by the following **non-negotiables**:

- A **well-sequenced** curriculum builds knowledge, develops skills and inspires a love of learning.
- Children are **actively engaged and motivated**.
- Activities are **accessible and appropriately challenging** for all learners.
- **Ongoing assessment** continually informs planning, content and pedagogical approaches.
- **Additional adults** are deployed effectively to enhance learning.
- Pupils are encouraged to **reflect, self-evaluate** and make informed decisions about their learning.
- The classroom environment fosters **independence, confidence and success**.

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4) Daily Expectations

1. **Marking colours**
   - **Teachers** use **green pen and green highlighter**.
   - **Pupils** respond, where necessary, using **pink pen**.
2. **Acknowledgement of Learning Objectives (LO) and Success Criteria (SC)**

   Every task is acknowledged by:

   - Highlighting LOs with:
     - **Solid line** = achieved **independently**
     - **Wiggly line** = achieved **with support**
     - **Blank** = not yet met

○ Ticking or dotting SC, depending on whether it was achieved

(See **Appendix B**)

3. **Support codes**
   ○ We expect pupils to work **independently** on most tasks.
   ○ When focused support is provided: annotate with **T (teacher)** or **TA (teaching assistant)** followed by number of pupils (e.g: **T3** or **TA1**).
   ○ **Supply teachers** use the **supply stamp** along with the same focussed support codes.

4. **Professional modelling**
   ○ When writing in books, staff **model correct letter formation, size and presentation**.
   ○ Written feedback must be **pitched to each pupil's reading ability**
   ○ Feedback should be positive in both tone and recognition of what the pupil has achieved.

5. **Focus on learning**
   ○ Feedback must **move learning forward** and directly address misconceptions; teachers are expected to **prevent re-occurrence** through swift correction, re-teach or scaffold.

6. **Completion expectations**
   ○ Where work is careless or demonstrates a lack of effort, teachers will address this directly using appropriate tone.
   ○ Where work is incomplete due to **learning behaviours** (not SEND/EAL needs), pupils finish the task during a **short, proportionate** part of play:
      ■ **5–10 minutes** of the 15-minute morning play, or
      ■ **10–15 minutes** of the 30-minute lunchtime play

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5) Live Feedback (LF)

What it is

Live feedback occurs while children are completing **independent tasks** in every lesson. Teachers or additional adults circulate, check understanding, and provide feedback that **immediately** corrects errors, addresses misconceptions, identifies success and extends challenge.

Why we prioritise LF

- Appropriately timed feedback is more likely to be acted upon and to change performance **in the moment**, reducing the need for extensive distance marking.
- Well-timed feedback is associated with improved learning when it is specific, clear and focused on the task and process, not just the outcome.
- When LF is **efficient** and **purposeful,** it is **manageable,** which in turn supports **teacher workload and wellbeing**.

How it looks in books

- Teachers **circle errors** in **green pen**; pupils correct in **pink**.
- Teachers use double tick to highlight particular strengths
- Not every task requires LF, but **evidence of timely LF** should be **consistently visible** across each child's books over time.
- For writing-related LF across the curriculum, staff should use the **Writing Codes** (Appendix A).

6) Subject-Specific Expectations

A) Writing

- **Daily LOs and SC** acknowledged by teaching staff (see Section 4).
- **3★ LO for Big Write**: after completing this task, every child completes the self-assessment and the teacher acknowledges (Appendix C).
- Every **Big Write** receives **deeper marking** with **Writing Codes** and a **motivating comment**.
- Where appropriate, provide a **concise next step** or **short consolidation task**.

B) Maths

- **Daily LOs and SC** acknowledged by teaching staff (see Section 4).
- Marking in Maths is **predominantly evidenced through LF** as outlined in Section 5**. Errors are circled in green pen.**
- Where appropriate, children may self or peer-mark. Teachers should still LF and acknowledge tasks as outlined in Section 5.

C) Wider Curriculum

- **Daily LOs** acknowledged by teaching staff (see Section 4).
- Teachers should continue to LF as outlined in Section 5.
- Success criteria are not used for the wider curriculum

7) EYFS (Early Years Foundation Stage)

In EYFS, marking and feedback are based on high-quality interactions that support, consolidate and extend the children's learning. Feedback is immediate, meaningful and responsive to the needs of each child. Written marking is kept to a minimum and is used only where it adds value.

Principles of feedback in EYFS:

- Feedback is primarily verbal and in-the-moment, allowing children to reflect, respond and improve during the learning process.
- Adults use skilled questioning, modelling and commentary to move learning forward.
- Feedback focuses on effort, process and next steps, rather than written outcomes alone.
- Marking is proportionate, age appropriate and purposeful.

Learning Journeys

Children's learning is documented through learning journeys, which provide a holistic picture of progress across the EYFS curriculum. These include photographs of children engaged in learning, annotated observations and adult commentary, direct quotes from the children and 'wow moments' that capture significant achievements or progress. Learning journeys are used to celebrate progress, inform next steps and support assessment against the EYFS framework.

Writing

Writing in EYFS is completed with adult support appropriate to each child's stage of development. Written work is assessed against a learning objective and clearly defined success criteria. Adults indicate whether the success criteria has been achieved and the level of support provided (e.g. independent, with prompts, modelled or adult-led). Feedback is given verbally at the point of writing, allowing children to immediately apply guidance and develop confidence as writers. Abbreviations used are:

- I = Independent
- S1 = Support in sounding out words
- S2 = Supporting children locate sounds on a sound mat
- S3 = Support writing or using highlighting for children to write over

Phonics

Phonics books are completed daily with children and are live marked by adults. This ensures immediate identification and correction of errors, instant feedback and support and opportunities to address misconceptions as they arise. Live marking enables adults to adapt teaching in the moment and provide targeted support to individual learners.

Maths

Maths learning is documented through a floor book which captures the lesson objective, evidence of learning through photographs, annotations and examples and an indication of whether each child has met the learning objective. This approach supports reflection on whole-class understanding and informs future planning and targeted support.

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8) Monitoring and Professional Development

What we monitor

- The **impact** of feedback on learning over time (pupil work sampling, pupil voice, lesson visits) rather than the **quantity** of written comments.
- **Consistency** with the policy (e.g., use of colours, LO/SC acknowledgement, codes).

How we monitor

- **Book studies** led by subject leaders/phase leaders.
- **Learning walks**
- **Pupil voice** conversations about how feedback helps them improve.
- **Moderation** between phases/Trust/LA

Appendices

Appendix A: Writing Codes

Teacher to write codes in **green** and in the margin. Pupils respond in **pink**.

John Keats Marking Codes for Writing

- ⊙ Missing full stop
- CL Missing capital letter
- ⊙CL Missing full stop and capital letter
- FS Finger space
- S Spelling
- JJ particularly strong learning

Year 1
(in Year 1 error can be signified with an arrow)

- P Missing/incorrect punctuation
- MW Missing word
- WW Wrong word
- T Incorrect tense
- ∿? Please rewrite/rephrase sentence

Year 2 and above

Appendix B: LO Highlighting Examples

9th February 2026	English
LO: to sequence the key events of Kensuke's Kingdom	

✓	I have completed a sequencing frame
✓	I have selected 6 key events and put them in the correct order
✓	I have written a high quality sentence to match each event

9th February 2026	TA 3	Maths
LO: to partition 2 digit numbers.		

✓	I can identify the tens and the ones
c	I can create different combinations
✓	I can use dienes to represent partitioning

9th February 2026	Geography
LO: to identify human and physical features of Bermondsey.	

√	Place and location knowledge
	Fieldwork and map skills
√	Human and Physical Geography
	Geographical writing

Appendix C: Big Write: 3★ LO

Tuesday 1st May 2023

Learning Objective: to write a diary entry.

Today I am aiming for:	1 Star ☆	2 Star ★★
	-capital letters ✓	-all of 1* ✓
	-full stops ✓	+the word "melody" ✓
	-finger spaces ✓	+suffix –er to make a noun ✓
	-suffix –ing ✓	

Tuesday 1st May 2023

Learning Objective: to write a setting description.

Today I am aiming for:	1 Star ★	2 Star ☆☆	3 Star ☆☆☆
	-time adverbials ☐	-all of 1* ☐	-all of 1* and 2* ☐
	-apostrophe for contraction ☐	+expanded noun phrase ✓	+a high quality revision or addition ☐
	-paragraphs ✓	+use present perfect tense ☐	
	-describe setting ✓		

*Date and LO are handwritten.

Implementation next steps (suggested)

1. **Staff briefing** (30–40 mins): revisit policy, model LF routines, agree writing codes.
2. **Phase-level calibration** (30 mins): look at 6–8 book samples, apply LO highlighting and codes consistently.
3. **Mid-term check-in**: quick pulse on what is helping learning vs. what can be trimmed.
4. **Parent comms**: short guide explaining green/pink pens, LO lines and how pupils respond. LM Toolkit