



Hazelwood Schools

Marking and Feedback Policy

Reviewed and Adopted: **Spring 2025**

Reviewed by: HT/LTS committee

Next Review: **Spring 2028**

Intent

The purpose of marking and feedback is to make a difference to learning. At Hazelwood Schools, we believe that it is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Principles that Guide our Approach to Marking

Marking and feedback should:

- Assess understanding
- Acknowledge and praise children's efforts
- Address misconceptions
- Support children to consolidate their learning
- Support children to move forward with their learning
- Be manageable for teachers and accessible to children
- Inform future planning and target setting

Implementation

Marking Children's Work

The Governors and Senior Leadership Team are committed to ensuring that the demands of marking and feedback to aid children's progress are appropriately balanced with staff workload. Staff are encouraged to use their professional judgement in their decision on the most suitable method for feedback, with clear rationale for how the method aids a child's progress.

All written marking and feedback from the adult will be in purple.

There are many ways in which children's work is marked, including:

- Acknowledgement marking including the use of stickers and stamps
- Use of marking and support codes
- Peer or self-marking
- Verbal feedback
- Highlighting against the Learning Objective and Success Criteria
- In-depth and next step marking

Acknowledgement Marking

Acknowledgement marking shows that the piece of work has been read by the teacher and acknowledged in the form of the marking and support codes, a comment, stickers or stamps.

At Hazelwood, we use our Values throughout our learning. Our values are: **Respect, Resilience, Responsibility, Creativity, Honesty, Ambition, Trust, Kindness, Fairness, Courage, Appreciation & Understanding and Teamwork**. Each of these values has associated stickers and these may be used as acknowledgement marking to value the work that the children have completed.

Use of Marking and Support Codes

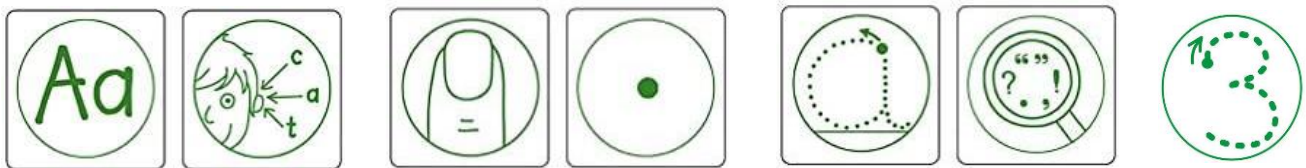
Alongside acknowledgement marking, marking and support codes are used to show how the child has completed the work; addresses errors and identifies areas for improvement.

At Hazelwood, we use the following marking and support codes:

✓	Correct answer
.	Incorrect answer
P	Punctuation

O	Missing capital letter
<hr/>	Phrase / sentence doesn't make sense
//	New paragraph
^	Omission (something is missing)
Sp	incorrect spelling (<i>rewrite spelling 3 times</i>)
VF	Verbal feedback
AS	Adult support during lesson
PW	Peer work
WR	With resource

For EYFS and Key Stage 1, stamps may be used to support marking.



Capital letter Listen to sounds Finger space Full stop Letter formation Punctuation Number formation

Peer or Self-Marking

Children should regularly be encouraged to self-evaluate their own learning as well as the learning of their peers by identifying successes and looking for ways to improve against the Learning Objective and Success Criteria. Children will be taught to identify areas of strength and development and the language in which to articulate to their peers. Children will be taught to edit and revise their own work with the support of their peers, allowing an opportunity for verbal feedback and discussion about how to improve their work. Any peer or self-marking will be in green pen.

Verbal Feedback

Children learn best when they have immediate verbal feedback from the teacher as this gives the children the opportunity to reflect on their learning during the lesson and make improvements and progress towards the Learning Objective. Therefore, we encourage teachers to mark with the children as often as possible. Verbal feedback will be indicated using the **VF** symbol.

Highlighting against the Learning Objective and Success Criteria

Each lesson is assessed against the Learning Objective, Lesson Title or Big Question which is highlighted in pink if met or hashed in pink if partially met. Success Criteria may be used in lessons in order to identify the steps children need to take to be successful. Children may self-assess against these as well as the teacher assessing how successful they have been against them too.

In-Depth and Next Step Marking

Where appropriate, teachers will focus on both successes against the Learning Objective and areas for improvement by writing a more detailed response in order to address misconceptions, consolidate learning or provide an opportunity for an additional challenge.

When marking in-depth, teachers will recognise areas of strength in pink and identify areas for development in green. These will feed into the next steps for the child to improve their work.

Examples of in-depth and next step marking may include comments such as:

- Prove it...
- Now try...
- Show me...
- Explain in your own words...
- Find your mistake and fix it...
- Uplevel the following...
- Give an example of...

Teachers may also use:

- A **question** prompt (e.g. 'what else could you say about the prince's clothes?')
- A **scaffolded** prompt (e.g. 'What was the monster doing?', 'the monster was so angry that he...')
- An **example** prompt (e.g. 'try to use adjectives in pairs: the juicy, green apple; the scrawny, hairless cat. Rewrite your sentence using pairs of adjectives for each noun')
- A **reminder** prompt (e.g. 'remember to always line up your HTO columns. Try it with these calculations...' or 'write the paragraph again using some of the emotive language from the working wall')

In order for the marking to be formative, it must be used, and acted upon, by the children. Therefore, when work has been marked in depth, time should be planned in for children to read and write a focused improvement based on the feedback given. Ideally, this would happen when the learning is still current and meaningful.

Teachers model this process to the children so that they are clear what the marking and support codes represent and how to respond to in-depth marking.

Spelling, Punctuation and Grammar

Not every spelling, punctuation and grammar error is marked in every piece of writing but common errors will be noted as a future teaching point. When the teacher identifies spelling, punctuation or grammar that needs to be corrected, they will indicate this with the appropriate marking code.

Marking in the Early Years Foundation Stage

In Nursery and Reception, the adults focus on giving verbal feedback rather than written feedback to the children. Adults will often write a transcription underneath the work when required and use positive praise, stamps (including those above) and acknowledgement marking. They will also highlight the Success Criteria in the following way:

With Support

Independent

For more information regarding observations and feedback in EYFS, please see: [EYFS Quality Observations](#)

Monitoring and Evaluation of the Policy

The Senior Leadership Team will conduct 'book looks' to monitor the marking across the school, as well as hold pupil conferences to discuss the way the children feel about the marking of their work. Feedback and support will then be provided to staff. Staff meetings will allow time for discussion to ensure that the policy is working effectively.