



**Hatherley**  
INFANT SCHOOL & NURSERY

# Marking and Feedback Policy

Agreed: September, 2025  
Review: September, 2026

We want to ensure your needs are met. If you would like this document in any other format, please contact us:  
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## Introduction

At Hatherley Infant School we are committed to valuing and nurturing each child as an individual who will achieve their best and develop an enthusiasm for lifelong learning.

Our vision is for the children to be successful in learning in order to prepare them for their future and enhance their life choices. We aim for our children to be:

- be provided with a happy, secure, stimulating and inclusive learning environment;
- become caring and responsible members of the community and world they live in;
- be nurtured to develop self-belief and respect for others in our ever changing world;
- become self-motivated, enthusiastic learners who will be supported and challenged to realise their potential.

**In this way, Hatherley Infant School and Nursery will be a place where children and grown ups learn together, to be successful in learning for life.**

## Aims

Our policy for marking supports our vision with the following aims:

- Recognising that marking is an essential part of planning and assessing teaching and learning.
- Ensuring the purpose of marking is to assist learning.
- Promoting high standards and positive attitudes to learning and behaviour.
- Ensuring a consistent approach to marking throughout the school.
- Valuing work and giving recognition and praise for achievement.
- Providing constructive feedback and clear strategies for improving learning.
- Correcting mistakes, addressing misunderstandings and offering encouragement.
- Providing assessment information and informing future planning.
- Enabling pupils to reflect on their past performances and set new targets together with the teacher.
- Provide ongoing opportunities for self and peer assessment.
- Teaching children to recognise what they do well.
- Fostering a culture whereby it is okay to make mistakes but good to learn from them.
- Ensuring marking is regular and frequent.
- Encouraging pupils to accept help/guidance from others.

## Guidelines – our procedure for marking

At Hatherley Infant School, we believe marking should:

- Acknowledge each piece of work e.g. verbally, through the marking code or a comment.
- Be undertaken as quickly as practicable, where possible with the child.
- Involve other adults within the classroom as appropriate.
- Be selective and relate to specific learning objectives and targets known to the pupil in advance.
- Be constructive. Children should understand how their learning can be improved.
- Support the child's learning and not overwhelm or demoralise them with too many corrections. Teachers should use their professional judgement when deciding how many corrections to mark and priority should be given to common exception words and key vocabulary provided as part of the lesson.
- Include a brief constructive comment where appropriate. This comment should be specific to the learning objective and content of the work. General comments such as "good" are to be avoided unless qualified with further comment as to why.

- Take account of individual ability and effort.
- Be manageable for staff.
- Be in keeping with the ways in which the school recognises and celebrates children's achievements.
- Provide pupils with the opportunity to assess their own work and that of others.
- Be in purple ink where success criteria have been met to reflect 'purple learners' and in green ink for 'growth' and next steps in order to close the gap and move children on in their learning.
- Good presentation is expected and may be commented on after the learning intentions have been considered. All work should be dated and titled using a 'WALT' statement (We are learning to). When appropriate, remember statements should be used to reflect the learning objectives/success criteria that work will be marked against.
- Be consistent across the school and use the codes identified in the appendix.
- Use the agreed codes/symbols for marking and display these prominently in the classroom to ensure children are familiar with them.
- Be initialed by the person marking the work, if not the class teacher.

## Types of Marking

### Summative marking/feedback

- This usually consists of ticks and other simple marks associated with closed tasks where the answer is either right or wrong.
- This can also be marked by the children, as a class or in groups.

### Oral Feedback

- Hatherley Infant School recognises the importance of children receiving regular oral feedback. This is particularly important in the early years and KS1 where children may be unable to read a written comment.

### Formative marking/feedback

- This is used for a more substantial piece of work that is marked in the absence of the child, such as a piece of writing.
- Not all pieces of work can be marked in this detail and teachers will use their professional judgement to decide whether work will simply be acknowledged or given detailed attention.

In the case of maths marking, correct work is ticked in purple ink, incorrect work is marked with a green dot beside it, possible teacher comment and then corrections carried out without rubbing out the original attempt. The teacher will draw a box for subsequent answers if appropriate. A purple tick can then be put beside the corrected answer.

### Self-marking

- Where possible, pupils should self-evaluate by identifying their own successes and areas for improvement referring back to the 'WALT' criteria. Learning stops can be used to evaluate progress against success criteria.

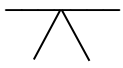



### Peer-marking and Feedback

- In addition, pupils may be asked to mark their work in pairs, to engender discussion about the work. Talk Partners and dialogue are used to identify what children have done really well and make suggestions for improvements.

## Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## Marking codes

✓	Tick in <b>purple</b> ink if correct (e.g. maths, RWI, writing) against the work itself and the <b>'You will be a purple learner if you remember to...'</b> criteria Purple ink is used to indicate success.			
✓      ✓	Double tick in <b>purple</b> ink for really good use of e.g. a word or a sentence Next steps will be written in <b>Green</b> ink (green for growth).			
•	<b>Green</b> dot is used for incorrect maths or to identify unmet criteria			
<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px;">D</td> <td style="padding: 2px;">Ch</td> <td style="padding: 2px;">S</td> </tr> </table>	D	Ch	S	In maths 'I am learning to' is used, ticks are put in to indicate success in 'do it', 'challenge it' and solve it
D	Ch	S		
VF	Verbal feedback			
H	High level of support			
M	Moderate level of support			
I	Independent			
GW	Guided work/write			
PT	Partner Talk			
CP	Continuous Provision (EYFS)			
SG	Scoop group			
Date	Ensure all work is dated.			
Initials	Ensure all work is initialled by the person marking who is not the class teacher.			
	Missing word in writing. Children to reread their sentence to identify, with adult support if necessary.			
	Finger spaces			
	Check for missing punctuation mark, including capital letters			
c, o, a, e	Practice letter formation			
	Next steps			
✓	KS1 self-assessment – children can self- mark using their pencil to draw a <b>tick</b> or <b>dot</b> teacher can use same criteria and use purple or green pen			

