

SPA Marking and Feedback Policy

Supporting good progress for all

DATE: February 2026

POLICY LEAD: Mrs R Malton

APPROVED BY: LGB

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2	Feb 26	Refined marking symbols. Made marking expectations clearer.	

MARKING AND FEEDBACK POLICY

At Springwood Junior Academy we believe that high quality, consistent and timely Marking and Feedback enhance pupil's learning by engaging the pupil as active participants in their learning and by providing personalised help and guidance.

1. Aims:

We mark pupils' work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment and up-levelling of learning
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment;
- inform mid-point lesson stops and/or focus groups;
- inform future lesson planning;
- inform any necessary changes/interventions required.

2. Principles of marking and feedback:

- The process of marking and offering feedback should be a positive one.
- Comments should be appropriate to the age and ability of the child.
- Children should be encouraged to self and peer assess.
- The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.
- As the year progresses, marking should develop from being methodical e.g. spellings / punctuation, to becoming more fluent, e.g. up-levelling sentences.

3. General Guidance to teachers

Assessment and feedback during the Lesson

- The teacher will share the learning objective and clear learning expectations.
- Teachers should aim to provide verbal feedback where possible during the lesson and indicate this on the pupil's work, therefore showing impact on learning for the remainder of the pupil's learning within the lesson.
- Pupils should, where possible, have the opportunity to up-level learning in green pen.
- They should have opportunity to self- and peer-assess against the shared learning expectations / learning objective on a regular basis.
- The teacher will mark in red pen / the TA will mark in blue pen.

Assessment & Feedback after the lesson

- Agreed marking symbols will be used.
- Written comments should be neat and legible.
- Teachers should plan opportunities regularly for pupils to look at and respond to feedback / marking.
- Any corrections / editing carried out by pupils in response to marking should be carried out using a green pen.
- The teacher should mark / analyse work prior to the next lesson to inform next steps and identify misconceptions and misunderstandings.

Pupil Self and Peer Assessment

Peer Assessment is where a pupil's work is assessed by other pupils. Self-Assessment involves pupils making assessments about their own work. These strategies enable pupils to have a clearer view of their own learning and ways to improve, they therefore become more independent and active in their learning. When pupils do peer assess, they will be fully aware of the criteria to assess their peers against and will have been taught the correct manner in which to do this e.g. listening carefully, being positive and constructive, and commenting on the criteria provided only.

Marking and Feedback in the Early Years Foundation Stage (EYFS) and start of Year 1

In EYFS and at the early stages of year 1, marking and feedback strategies include the following:

1. Verbal feedback (VF) – pupils should be praised and/or given a task/target to deepen/secure understanding – a short note of the feedback given and by whom should be recorded on learning.
2. Stickers and stamps can be used to praise pupils.
3. Short and narrative observations (written) - to feed into assessment/planning for next steps.
4. Transcripts of words and sentences (where unclear) should be made to ensure that writing can be read at a later point.
5. Most pupils should have the opportunity to up-level their own work by Summer term in year 1.
6. The FS2 and KS1 mark scheme codes should be used at an appropriate level.

Conclusion:

This policy's principles and practice have been agreed by the staff of Springwood Junior Academy; monitoring and evaluation will take place periodically to ensure that it is applied consistently throughout the academy.

SPA Marking and Feedback Symbols FS2, KS1

Symbol	Meaning
	To recognise completion, a correct answer and/or high effort
VF	Verbal feedback given
S	Supported learning
GL	Guided learning
1:1	Adult : pupil support
Sp	Spelling correction needed*
T	Talk to an adult
○	Missing and incorrect punctuation
	Next step in learning
	Missing word
	Up-skill needed
d	Dojo – recognition of effort and/or achievement (<u>5</u> d = how many)

*Sp should be used in Y2, when pupils have completed the phonic programme, above the word which needs corrected.

Spelling in EYFS and Y1 pupils should have key words recorded at the bottom of their learning, the pupil should practise copying these words.

SPA Marking and Feedback Symbols

Symbol	Meaning
✓	To recognise completion, a correct answer and/or high effort
•	Incorrect
✓ ^c	Corrections accurate
VF	Verbal feedback given
S	Supported learning
GL	Guided learning
1:1	Adult : pupil support
Sp	Spelling correction needed*
T	Talk to an adult
○	Missing and incorrect punctuation
[]	Rewrite the section within the brackets so makes sense/up-skilled
//	Mark a missing/new paragraph
↘	Next step in learning
^	Missing word
~~~~~	Up-skill needed
d	Dojo – recognition of effort and/or achievement ( <u>5</u> d = how many)

*To support independence in spelling corrections, **Sp** should be placed over the word in Y2, 3, 4; in Summer term of Y4 and Y5, in the margin of the line where the spelling error occurs; in Y6, at the bottom of the paragraph or page.