



Marking and Feedback Policy 2025-2026

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on:

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Frequency of review: Every 1 year(s)

1 | Overview

At Northstar Nurture School we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve. The methods of marking work will be applied consistently throughout the school. The key purpose of marking is for the children's benefit to find out what they have got right or wrong or what could be improved. It is essential that children are given time to read comments and respond. Children need to be given time to make improvements to their work and teachers must identify and allocate time for this in their planning. Children need to be trained via whole class and group marking to identify their successes and improvement needs.

By engaging children in the purposeful marking, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed effectively by the teacher, also build an atmosphere of trust and respect fundamental to the ethos of the school. Marking shows that teachers care about children's work. It should foster an interaction between the adult and child, giving feedback on the work they have done and guidance as to what the next step is.

2 | Objectives

- To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
- To give learners accurate feedback on their progress and achievement.
- To promote a positive self-image and growth mind-set for learners, in accordance with school aims, and, through this, encourage them to value and take pride in their work.
- To celebrate and reward learners' achievement and progress.
- To agree and set challenging targets for improvement.

- To standardise the marking procedures throughout the school.
- To enable learners to self-evaluate their work and take responsibility for setting their own targets.
- To provide evidence for assessment, recording and reporting.

3 | Principles of marking and feedback

- Marking will be against the learning intention and individual targets
- Any learning points / misconceptions will be addressed.
- Learners will have the opportunity to reflect on their feedback and question comments.
- There will, whenever possible, be an opportunity for the learner to participate in the process so that there is a shared perspective on feedback, marking and target setting.
- The following pens will be used as follows:

Stationery used	Task undertaken
Black pen	Learner's work
Green pen	Teacher feedback
Blue pen	Response to teacher feedback / peer assessment/ self-assessment
Pink pen, double tick ✓✓	Objective achieved
Pink pen, single tick ✓	Objective partially met

4 | Classroom practice that supports effective marking

- Children should be made aware, through discussion, of the criteria for the marking of a set piece of work. **Clear learning intention and remember points** need to be referred to, shared with the children and reinforced with reminders as the lesson develops.

- Marking may take various forms e.g. **peer marking, self-assessment, discussion with the children** or **written** away from the child.
- Marking must be manageable and focused i.e. marking against the objective being taught with reference to the success criteria ('remember points'). It is important for teachers to mark in detail the work of the group they plan to work with next as a guided group in order to move their learning on in relation to specific improvement points or targets.

5 | The Five Main Types of Formative Marking and Feedback at Northstar Nurture School

1. In-Depth Teacher Marking
2. Peer/Self-Assessment
3. Verbal Feedback
4. Marking for Literacy Using Whole-School Codes
5. Light Touch/Acknowledgement Marking

1. In-Depth Teacher Marking

This should result in good quality written feedback and should use the “two stars and a wish” framework in the primary phase and the “two strengths and a target” framework in the secondary phase. These are complementary approaches which will provide familiarity to learners who move from one phase to the next.

This should be written at the end of the piece of work in **green pen** as follows:

Primary	Secondary
★ - “Star” - positive comment which relates to the learning objectives;	S - “Strength” - positive comment which relates to the learning objectives;
★ - “Star” - second positive comment which relates to the learning objectives;	S - “Strength” - second positive comment which relates to the learning objectives;
W - “Wish” - One area where the success criteria was not met / or a suggestion	T - “Target” - One area where the success criteria was not met / or a suggestion

/question to allow opportunity for further progress.

/question to allow opportunity for further progress.

Time should be built into subsequent lessons to allow learners to review their strengths and targets and respond to the feedback they have been given. The 'Target Achieved' school stamp or stickers should be used to recognise that learners have acted upon their targets.

2. Peer and Self-Assessment

This can be a useful activity if done sparingly and in an environment where learners have been taught to do it effectively. **This should be done in blue pen** to highlight it as learner marking and not teacher marking. All peer and self-assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken.

3. Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some teachers may use this type of feedback more frequently because of the nature of their subject. For example in design and technology, art, music and physical education the most effective feedback is often verbal.

VF

In written subjects such as English, Humanities, Maths etc. verbal feedback may be identified as having taken place using the **VF Code** (see above). The importance of individual and whole class oral feedback is recognised but learners themselves should record what feedback they have been given. This can be achieved by training learners to write next to the code in their books / folders. **Again, this should be recorded with blue pen.**

4. Marking for Literacy Using Whole School Codes

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. In the lower school, or for less able learners, it will be necessary to write the correct version for the learner. As learners gain confidence and knowledge, they should be able to identify and correct their own mistakes.

From Key Stage 2 onwards, when marking for Literacy, **all staff** should use the whole-school marking code. The code forms an integral part of the Literacy Policy and should be displayed in every classroom and in the books of every learner. The Marking Code is displayed here:

Code	Explanation
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Sp (with word underlined)	Try this spelling again
O	Missing full stop, or comma
//	Begin new paragraph
?	Meaning is unclear
Cap (with letter circled)	Capital letter needed
✓✓	Objective met
✓	Objective partially met
wo	Show your working out
^	Word missing, place word here
ss	Sentence structure is unclear

5. Light Touch/Acknowledgement Marking

Teachers will acknowledge **all** work variously through the use of ticks, teacher initials, simple literacy corrections and/or brief attainment based comments.

6 | DIRT (Dedicated Improvement and Reflection Time) Marking

As well as providing students with the feedback on the work they have completed and targets for improvements it is also vital that teachers build into their lesson, opportunities for students to act upon this information and advice.

DIRT marking (Dedicated Improvement and Reflection Time) is the process of allowing students to reflect/act upon the comments that have been written as feedback. Therefore ensuring the feedback is being put to use and is supporting the progress of our students, not for their next piece of work but NOW – in their lesson.

‘DIRT lessons’ can take as long as you feel necessary, they can form the starter or for longer pieces of work (e.g. controlled assessment) take the whole lesson.

Essentially DIRT marking is that time honored good practice of getting students working really hard to ensure that the standard of their work is the best it can be.

Examples of DIRT marking:

- Reflection and responding to precise feedback. Students using teacher feedback to analyse their own work, question by question improving methodology and accuracy of answer.
- Feedback in the form of questions to extend students understanding. This scaffolds student understanding, step by step, with the expectation that students act upon their feedback using **DIRT** – writing an appropriate detailed response to teacher feedback.
- Drafting and proof reading, their books with a clear signal that improving their writing and literacy is a basic, but crucial expectation of their learning. In this case DIRT marking is about improving extended writing and ensuring students proof read their work automatically.

7 | Teacher Guidance for effective DIRT marking

Keep it focused

If you simply hand back work to students and tell them to improve it all then the response will invariably be less than successful! They need specific support and to avoid overloading students we need to focus in upon specific improvements to their work.

Model and scaffold

Models of work, with specific strengths or weaknesses, are crucially effective toward increasing student understanding. Seeing an outstanding exemplar helps lessen the load and gives students a high standard to reach for with their work. Reviewing a poor example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work. **DIRT** time may seem to be about independent work, but in actuality there is still a need for guidance from teacher expertise.

Targeted feedback

If students are receiving regular high quality feedback that is targeted and precise in each of their subject areas then cumulatively they should learn clear patterns regarding how they need to improve in specific subject areas as well as recognising common patterns. Marking is therefore crucial – it determines teacher planning and it can be a defining factor for successful **DIRT**.

Utilise verbal feedback to support DIRT marking

If we establish a really clear focus for **DIRT**, with good quality models, scaffolds and targets for

improvement, then students should be sufficiently focused to allow the teacher to undertake good quality ‘one to one feedback’ whilst **DIRT** is taking place.

8 | Level of support indicators

It is important to note the level of support a learner has had with a piece of work. The following codes will be used to identify this.

Code	Explanation
1:1	One to one work
G	Guided group work - teacher led
S	Supported work by TA

9 | Outcomes

Marking and feedback will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learners’ achievements and progress. It will be used to underpin clear and accurate feedback to learners and parents.

10 | Policy Summary and Frequency Guidelines

TYPE OF MARKING	METHOD OF IDENTIFICATION	FREQUENCY	
		SECONDARY PHASE (guideline may depend on the subject area)	PRIMARY PHASE (guideline may depend on the Key Stage)
In-depth teacher marking	★ ★ W	S S T	Every 2 weeks. Staff are to use green pen. Daily feedback. Staff are to use green pen.
Peer/self-assessment	This should be written in blue pen.	At teachers discretion: faculty dependent	At teachers discretion: Key Stage dependent

Verbal Feedback	VF	As appropriate on a lesson-by-lesson basis. Learners to record verbal feedback in blue pen.	As appropriate on a lesson-by-lesson basis. Learners to record verbal feedback in blue pen.
Marking for Literacy	Whole-codes to be used. Teachers mark in green pen.	Every 1-3 pieces in written subjects.	Every 1-3 pieces in written subjects.
Recognising learner response to feedback / reaching a target	To celebrate and encourage achievement & progress. In Pink ✓	When a learner has acted on their feedback / met a specific target	When a learner has acted on their feedback / met a specific target
Light Touch/ Acknowledgement marking	Teacher initials, simple Literacy corrections and/or brief attainment based comments	All work	All work

11 | Scrutiny

The scrutiny of marking and feedback will be dependent upon the phase in which the work is generated. This is outlined below:

Primary Phase

- Every two weeks 1 random sample of English books will be requested from every class. These will be checked by the literacy team to ensure that this policy is being adhered to.
- Every half term 1 random sample of maths & science books will be requested from every class. These will be checked by Senior Management.
- 1 random sample of foundation subjects will be requested on a yearly cycle. These will be checked by Senior Management.

Secondary Phase

- Every week a small, random sample (3-4) of books will be requested from a variety of staff. These will be checked by Senior Management and they will ensure that this policy is being adhered to.
- Every four weeks, senior management will report to Head of School on the standard

and quality of marking and feedback within their link faculties.

- Further book scrutiny will occur during Teaching observations.

12 | Formal Assessments

It should be noted that formal assessments should be separate to book-based work and identifiable as such.

13 | Monitoring and Tracking Progress

Learners will be able to identify their progress towards their targets after each assessment. All learners will track their progress over a series of assessments, these will be summarised on learners books and folders. Learners should be involved in tracking and monitoring their progress.

14 | Policy Review

This policy will be reviewed annually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.

Focus	Requires Improvement	Good	Outstanding
F1	Marking for Literacy is evident in exercise books and grammar, spelling and punctuation are commented upon. There may be sparse evidence of the use of the school's Literacy Marking Code.	Marking for Literacy is clearly evident. There is some evidence of the use of the school's Marking Codes.	Marking for Literacy and reviewing errors is clearly evident in work. The school's guidelines on marking for Literacy are used consistently and subject-specific vocabulary is acknowledged.
F2	Work is marked within the agreed period.	Work is marked within the agreed period and there is at least one example of marking in detail (see F4) within the agreed period of time.	Work is marked within the agreed period and there are several examples of marking in detail (see F4) within the agreed period of time.

F3	There is little evidence of completion of tracker sheets by staff and/or learners on a half termly basis.	Tracker sheets are completed fully up to that given point and learners are also aware of target levels.	Tracker sheets are completed fully and there are examples of assessed work that match the data in the tracker sheets.
F4	There are examples of written feedback which also include praise and may suggest areas for improvement. Comments may be brief or generic/unspecific.	Feedback is written in a clear and constructive manner. Learners are praised for their work and are challenged where work is deemed inadequate. Teacher comments may question understanding of concepts.	Feedback is written in a clear and constructive manner. Teacher feedback allows progress to be seen in response to comments; there is evidence of learners acting on feedback in order to demonstrate progress. Learner responses are well-thought out and evident in the vast majority of books.
F5	Verbal feedback is evidenced in learners' work through the use of the school stamp.	Verbal feedback is evidenced in learners' work and there is evidence that learners respond to the verbal feedback.	Verbal feedback is evidenced in learners' work and there is evidence that learners respond to the verbal feedback. There is evidence that learners clearly know where to go in their next stage of learning as a result of verbal feedback.
F6	Superficial peer- and self-assessment may be evident in learners' books/work.	Peer and self-assessment are evident in learners' work and as a result, learners can evidence that they clearly know where to go in their next stage of learning.	Peer and self-assessment are evident in learners' work and as a result, learners can evidence that they clearly know where to go in their next stage of learning. Learners are able to evidence that they respond to their peers' feedback
F7	Little evidence that presentation and organisation are rewarded/challenged.	Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate.	Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate. Learners clearly take pride in how work is presented.