



Northstar
Nurture School

Marking and Feedback Policy 2025-2026

This policy was reviewed on:

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Frequency of review: Annually

Note: This document uses the most current Government information and guidance at the time of writing. It may change according to Government policy.

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.

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.