Huncote Primary School

Learning for Life

Aiming high in all we do

Marking & Feedback Policy

Aims

At Huncote Primary School Our school motto and ethos is 'Learning for Life – Aiming high in all we do'.
In the vision we have for our school we aim to:

- Provide a vibrant, stimulating and caring environment;
- Encourage our children to thrive academically, socially and emotionally;
- Engage our children in a creative, inspiring and inclusive curriculum;
- Motivate and inspire our children for a life-long love of learning;
- Work together within our school community to prepare our children for the challenges of modern life;
- Provide and promote a safe philosophy for the whole school community.

These aims are realised through effective working partnerships between staff, pupils, parents, governors, and others. schools, the trust, the local authority and the wider community. They are present through all school life and practice. Huncote Primary School promotes values throughout the curriculum in the classroom, in assemblies and in the day to-day life of educating our pupils as we try to unlock the potential of each individual. We have grouped these into the following themes.

- Personal Growth: Creativity, Problem-solving, Perseverance
- Kindness & Caring: Kindness, Compassion, Politeness
- Understanding Others: Tolerance, Respect, Understanding
- Character & Strength: Resilience, Courage, Responsibility
- Being Your Best Self: Honesty, Patience, Self-worth
- Citizenship & Community: Teamwork, Fairness, Gratitude

Key principles of marking and feedback

Our marking and feedback policy is built on clear principles that ensure feedback meaningfully improves learning for pupils, while keeping workload manageable for staff. Feedback should be timely and focused on moving learning forward, with teachers using what they see, hear and check during lessons to inform next steps.

Verbal feedback and 'live' marking is prioritised, as it often has the most immediate impact, while written comments are used only where they add clear value.

This policy ensures feedback is age-appropriate, with younger children receiving more in-the-moment modelling, prompting and support, and older pupils gradually developing independence through self-reflection and peer feedback. Children play an active role by acting on feedback during lessons or dedicated improvement time so they understand how to make progress. Marking recognises success while identifying precise next steps linked directly to learning intentions, avoiding unnecessary correction that does not contribute to progress.

Consistency across our school is essential, but methods should remain flexible enough for teachers to adapt to different subjects and learner needs, especially SEND pupils. Above all, our approach must be sustainable, avoid unnecessary workload, and ensure that teacher time is spent where it makes the greatest difference—on high-quality interactions that help pupils learn.

Marking Guidance – Quick Reference

- Use agreed marking codes with professional judgement (child and curriculum).
- Prioritise live marking for immediate feedback and quick correction.
- Adapt live marking by subject, class, and objective—not one-size-fits-all.

Marking Codes

I = independent work

S = supported work

sp = spelling errors. Write correct spellings in the margin/underneath and have the child rewrite each word 3 times.

^ = insert missing word

// = new paragraph needed

Marking Colours

Green = good/positive things that you are looking for against the LO. Highlight LO when achieved.

Orange = areas to improve based on the LO or prior content. Record teacher/LSA support with live marking and highlight the LO if only partly achieved.

Purple = peer marking and corrections made by pupils

Blue = challenges