



Oakfield Short Stay Primary Marking and Feedback Policy

January 2026

Feedback and Marking Policy

Effective feedback and marking should help all pupils to have a clear understanding of how well they are doing, help pupils to improve their work and should inform teacher planning.

The purposes of feedback and marking are to:

- To recognise, celebrate and record the whole range of pupil's achievement and thus raise their self-esteem
- To establish an atmosphere of partnership between pupils and practitioners
- To provide pupils with useful information about their successes, helping them to identify strengths and to select areas for improvement
- To motivate students by encouraging them and setting them short term goals or targets
- To give pupil's responsibility for their own learning so that they become effective, independent learners
- To provide teachers with useful information about their own effectiveness and so inform their planning
- To help teachers to identify the potential of all pupils and so match their teaching to the needs of the individual
- To provide information to be used when reporting to parents/carers and preparing reports for outside agencies, mainstream schools or alternative provisions

Feedback and Marking Process

Responsive checking involves:

- Q & A with the pupils, beginning with what / where / when / who / which before moving to higher-order why / how questions alongside.
- Asking pupils to 'show me how you are doing this' – breaking tasks in steps and correcting where needs be, alongside affirming where things are going right.

Written marking:

- Formalised feedback focusing on successes and areas for development
- Commentary on learning progression
- Use of a marking code known to the pupils and staff

Oral Marking

- Quick feedback
- A spoken comment which may encourage dialogue (teacher/pupil or pupil/pupil) and reflection.

Verbal feedback is the most commonly form of assessment used across Oakfield Short Stay Primary

It is used to:

- Correct an error
- Provide information
- Appraise and praise
- Challenge
- Seek clarification
- Encourage exploration, elaboration or development
- Redirect learning or activity
- Focus learning
- Summarise learning
- Encourage reflection
- Focus on learning approaches and strategies






Non-Negotiables

- All practitioners are expected to mark pupil's work using green pens writing should be legible and grammatically correct





- Pupil's use purple pens when editing their work
- A "question for learning" (QfL) will be used for each learning activity (this may be hand written or typed)
- All learning activities are dated
- Practitioners initial each piece of work when supporting a pupil or group of pupils at the bottom of the page
- Capitalisation will be verbally prompted
- Punctuation will be verbally prompted
- When capturing pupil voice speech bubbles will be used. These may be written by the pupil or adults working with the pupil.



Oakfield Marking Codes

Code	Meaning
	Verbal feedback
	Independent work
	Supported Work
Sp	Incorrect spelling
	Finger space
	Next steps
.....	Pupil has identified a possible error but has tried

Pupil Friendly Oakfield Marking Codes

Code	Meaning
	I had a chat about my learning
I	I completed this by myself
	I had some support with this
Sp	Whoops I need to check a spelling
	I forgot to use a finger space
	This is what I need to think about next time
.....	Best effort at spelling