



MARKING AND FEEDBACK POLICY

Responsible for Policy	
Author	Director of Curriculum Innovation and Strategic Learning
Approval	Senior Leadership Team
Review Dates	
Policy Date	Spring Term 2026
Next Review Date	Spring Term 2028
This policy applies to Hazelwood School and Hazelwood School Nursery (including EYFS)	

Marking and feedback are essential aspects of effective teaching and play a key role in supporting pupils' learning and progress. When used well, feedback helps pupils understand what they have done successfully, what they need to improve, and how to move their learning forward.

Constructive feedback focuses on learning objectives and success criteria, recognising achievement while identifying clear next steps. It may take a variety of forms, including written, verbal, peer or self-reflection, depending on the task and the needs of the pupil. Effective feedback engages with pupils' work in a meaningful way and supports a purposeful dialogue about learning, rather than a series of comments added at the end.

Marking and feedback also provide teachers with valuable insight into pupils' understanding and progress, informing future teaching and supporting responsive planning.

Principles

The following marking and feedback principles should be adhered to regardless of the context in which learning takes place — indoors, outdoors, in books, online or other:

- Engage and motivate pupils.
- Recognise achievement and provide clear guidance on how to improve.
- Be timely, so that it supports pupils' progress and informs teachers' understanding.
- Inform future planning and teaching.
- Show pupils that their work is valued and purposeful.
- Encourage self-evaluation and peer reflection where appropriate.
- Be manageable for teachers and accessible to pupils.

Practical Guidance

Feedback should be positive

Marking and feedback should motivate pupils and encourage them to improve their work. Progress and achievement should be recognised and celebrated in ways that are meaningful to the pupil and appropriate to their age and stage of development. In the Early Years, feedback is primarily verbal and recorded within the child's learning journey.

Feedback should be purposeful

- Work should be marked or feedback provided with specific reference to the task's objectives and success criteria. These do not necessarily need to be recorded explicitly; they may have been discussed as part of the lesson, for example. The word 'good' in feedback is pointless without specific direction to which aspect of the work is 'good'.
- The format of feedback (verbal or written) should vary depending on the task, age, and ability of the pupil. When verbal feedback is given in the context of written work, this should be noted using 'VF' alongside the relevant section of work, so the pupil and parent are aware feedback was given and acted upon.
- Marking of written work should be in a pen that is clearly different from the ink or pencil the children use, so it is clear for the children to read.
- Where relevant, time should be built into lessons to allow pupils the opportunity to reflect and respond to marking or feedback.
- In the Early Years, next steps are recorded on the child's learning journey, which is shared with parents' half termly, and feedback is given verbally in the moment. Where children are recording in workbooks in Reception, staff will note whether tasks have been done independently or with adult support.
- For pupils with SEND or additional learning needs, the form and frequency of feedback should be adapted to ensure it is accessible and meaningful.

Feedback should ensure progress

- Comments should provide clear advice and strategies for improvement. In the Early Years, steps for improvement will be recorded in the child's learning journey.
- Where possible (on written work) the use of two positive comments and one next step comment should be utilised; this may take the form of 'stars and a wish'. In the Upper School, where extended writing is assessed, feedback should still identify at least one clear strength and one prioritised next step, framed around the learning objectives for the task.
- In work where there are closed answers, such as mathematics, the marking will predominantly be ticks or crosses, but incorrect work should include prompts to allow pupils the opportunity to work out their own mistakes. Where work is corrected, it should be clear that pupils have had a second attempt.

Pupil Response Expectations

High-quality feedback only drives progress when pupils act upon it. This section sets out the expectation that feedback will routinely lead to a visible, meaningful pupil response. Building response time into lessons shifts the focus of marking from teacher workload to pupil learning, makes progress visible in books, and strengthens consistency across classes.

- Time must be explicitly built into lessons for pupils to respond to feedback. This may take the form of editing, correcting, improving, or extending work, and apply across all year groups and subjects.
- Pupil responses should be meaningful and directly linked to the next-step guidance given, not superficial corrections. Even a brief written reflection is valuable and should be encouraged at all ages and stages.
- Teachers should check that pupils have acted on feedback and address any remaining misconceptions. This may happen within the same lesson, in a subsequent lesson, or through dialogue with the pupil.
- A consistent format for pupil response should be used across the school. Pupils respond using a purple pen, so that responses are clearly distinguishable from the original work and from teacher feedback. Structured reflection prompts or improvement tasks may also support this process. Time will be given to train and embed this with both staff and pupils.

Spelling, Punctuation and Grammar

Errors in spelling, punctuation and grammar will be marked judiciously. If they are part of the success criteria for a task they should be corrected. However, if the focus is upon another skill, then care should be taken not to overload pupils with areas for improvement. Frequent errors should be identified and included in the focus of a future lesson.

Monitoring

The consistent application of this policy will be monitored by Heads of Department and the Academic Lead through regular book scrutinies, learning walks, and discussions with pupils. Findings will be shared with staff to support professional development and inform whole-school improvement. The policy will be reviewed by the Senior Leadership Team ahead of the next review date.