



HSP Marking & Feedback Policy September 2025

EDUCATE. EMPOWER. INSPIRE.

Version Number	Version Description	Date of Revision
1	Original	Sept 2023
2	Rebranded & reviewed	July 2024
3	Reviewed & revised	Sept 2025

HSP Marking & Feedback Policy

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

It is important to provide constructive feedback to children, focusing on success and improvement needs against their learning. This enables children to become reflective learners and help them address any development needs in their learning and set targets for them to take their learning further.

Aims

- To assist learning
- To provide information for assessment
- To encourage, motivate, support, and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation, and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher.

Objectives

At HCAT marking:

- Is constructive
- Is related to needs, attainment, and ability
- Is related to specific targets and learning objectives which are shared and made clear to the pupils
- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work and that of others
- Is positive and constructive with appropriate praise given
- Sets targets for children to ensure pupil motivation and involvement in progress
- Encourages a dialogue between teacher and child (Learning conversations)

Marking guidelines

- All marking should follow the marking code.
- Marking focuses on addressing misconceptions and ensuring pupils are aware of next steps.
- Adaptations will be made in accordance with the Marking and Feedback policy to meet the needs of SEND pupils.
- Not all work needs to be marked in detail, but the learning objective and success criteria should be marked against. This indicates the level at which work was accessed and shows that work has been seen.
- Work is marked as timely as possible so that children can identify feedback for what they have done.
- A consistent coloured pen (green) is used for marking throughout school, and care is always taken to preserve the integrity of pupils' work.
- Live marking may be used during a lesson with a child or a group.
- Self-assessing – all year groups throughout KS1 and KS2 should use the traffic light on the L.O to self-assess their learning each lesson.

- Peer marking – this is dependent on the task. Class teachers will indicate whether work is peer, self or teacher assessed.
- Responding to teachers’ comments is a skill and children will be taught how to reflect on these and respond to them. Learning conversations either verbal or written will be used as appropriate to move the learning forward and to address misconceptions.
- At KS2, pupils may initial feedback to show they have read and understood teacher comments.

Marking expectations

The learning objective should be marked against for every lesson, this indicates the level at which work was accessed and shows pupils that their work has been seen. Positive praise and comments should be used when necessary to highlight quality, effort, improvement etc.

Reading	Literacy	Maths	Wider Curriculum
<p>Learning objective is marked against.</p> <p>Where misconceptions arise teacher feedback or input can be seen.</p> <p>Self/Peer assessment used to mark reading questions and activity as discussed during the lesson.</p>	<p>Learning objective is marked against.</p> <p>Misconceptions when practicing skills are addressed through written/verbal feedback.</p> <p>Basics of writing- spelling, grammar and punctuation are regularly address and remodelled where required.</p> <p>Evidence of writing conferencing may be in books.</p> <p>Handwriting is given high priority.</p>	<p>Learning objective is marked against.</p> <p>Misconceptions are addressed through written/verbal feedback using marking codes.</p> <p>Correct and incorrect answers are signalled through marking.</p> <p>Presentation is given high priority and addressed or remodelled through marking as required.</p>	<p>Learning objective is marked against.</p> <p>Opportunities for pupils to demonstrate or further develop their understanding will be signposted (e.g. Digger Deeper Question).</p> <p>Basics of writing- spelling, grammar and punctuation are regularly address and remodelled where required.</p>

Foundation stage

In Foundation Stage children are given positive feedback by adults in the setting as they play independently. Foundation Stage work from a ‘can do’ ethos.

See attached the HCAT Marking Code:



HCAT MARKING & FEEDBACK CODES



LEARNING OBJECTIVES AND SELF ASSESSMENT

MARKING AGAINST THE LEARNING OBJECTIVE:



FULLY MET



PARTIALLY MET



BEGINNING TO MEET

SELF ASSESSMENT:

IN KS1 & KS2 PUPILS ASSESS AGAINST THE TRAFFIC LIGHT



NOT



ACHIEVED



PARTIALLY



I CAN TEACH THIS

MARKING CODES



LET'S TALK



QUESTION/
NEXT STEPS



VERBAL
FEEDBACK



GRAMMAR/
PUNCTUATION



SPECIFIC
PRAISE



SPELLING



TARGET



*PRESENTATION
STANDARD NOT MET