

Drifffield Church of England (VC) Infant School



'Learn to let your light shine'

Matthew 5: 14-16

Marking and Feedback Policy

(To be read in conjunction with Assessment Policy)

January 2026

Statement of intent and ethos

Driffield CE Infant School welcomes all God's children and their families and is a place where children of all faiths and none flourish and are inspired by the Christian character and values of our school and learn to love God, one another and themselves (Mark 12:30-31) in order that they can 'Live life in all its fullness' (John 10:10)

It is this ethos underpinned by the words from Matthew 5: 14-16 'Learn to let your light shine' that underpins the way we give pupils feedback on their work. We believe that in order for children be the best that they can be, they need to know on a regular basis, where they are succeeding and what their next steps in learning are.

At Driffield CE Infant School, we believe that marking and feedback is an essential element in learning and should be a key element of planning and assessing teaching and learning. In our school, marking is just one part of the feedback given to children to support their learning in order that they can be the best that they can be. The purpose of marking is to assist successful learning. Marking and feedback is effective when children are able to see what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternative ideas. We recognise quality oral feedback as being the most effective feedback for young children. We are also mindful of teacher wellbeing and our policy has been developed so that the process is meaningful for the children whilst not being onerous or time consuming for the teacher.

Aims

Marking and feedback should be *meaningful, motivating* and *manageable* and should:

- Celebrate children's successes in line with our vision of 'letting their light shine, demonstrating that their work is valued.
- Provide meaningful feedback to the child and clear strategies to improve future learning.
- Support children's learning, not overwhelm or demoralise with too many corrections. Not all errors should be corrected, professional judgment should be used and those errors not corrected noted as future teaching points or targets
- Encourage children to become independent learners, and where appropriate self-evaluating their own and other's work in a variety of ways.
- Develop a culture of continual improvement.
- Assist in the assessment of a child's performance, providing a record of achievement for pupils, teachers and parents.
- Be undertaken as quickly as practically possible and where possible with the child
- Foster a culture where it is OK to make mistakes but good to learn from them.
- Be carried out by all adults in the class and by the children themselves when appropriate.
- Be consistent and should use agreed codes which should be displayed in each classroom and understood by children.

In addition to this, marking and feedback should:

- Be consistent across the whole school
- Relate to the learning intention or success criteria of a lesson or series of lessons.

General Guidelines

To ensure it is meaningful to the age of children in our school, 'tickled pink' is the main strategy used. This allows children to be able to see straight away what they have done well and what they need to work on, regardless of how well they can read.

When appropriate, children should be made aware of the assessment criteria the teacher is using to mark the piece of work at the beginning of the lesson or task. Specific learning intentions and success criteria should be shared with the children and adults should give feedback about how well individuals or groups have done based on these criteria.

Written marking should be minimal and only used if appropriate. If used it should include brief constructive comments specific to the learning intention and content of the work. Comments should be in line with the assessment policy used in school and should be worded to help children make progress. Staff should avoid general comments such as 'good' unless these are qualified with further comments. Good presentation is expected and should only be commented on after learning intentions have been considered. Marking should indicate whether a child has worked independently (I) or had adult support (AS). All written work should be dated and have the learning objective at the top. In EYFS, written learning intentions are provided in the summer term.

Early Years Foundation Stage

Teachers will generally give verbal feedback to children and when written marking is appropriate it will be carried out within the presence of the child. Photographic evidence may be used to assess children's achievements and provide a talking point for 'next steps'. Children are given time within the lesson to make 'closing the gap' improvements. Tickled pink is used and writer's checklists introduced in the summer term.

Marking Process

Feedback and marking may fall into three categories:

1. **Continuous oral classroom feedback** - This will be to the class, groups or individuals during the course of a lesson with reference to the learning intention and success criteria. Other comments may be made to individual children during the course of a lesson that do not relate to the learning intention but may be part of a child's individual or group target.
2. **Individual verbal feedback**—Teachers will mark with the child present against the learning intention and success criteria giving positive feedback and offering ideas for a 'closing the gap' improvement, as often as possible. In this case, and when children do self-marking, 'tickled pink' will be used. Pink highlighters will be used to identify the successful aspects of a piece of work and green highlighters will be used to show areas for development. Children should be given opportunity to practice these as soon as possible. Examples include when a child has made an error such as a misspelling of a tricky word that they can normally spell or an omission of punctuation that they usually use or should know. These alterations should be done immediately whilst it is fresh in the child's mind.
3. **Marking**
 - Tickled pink marking related to Learning objectives and success criteria

- Acknowledgement marking - with very little detail. Here a tick is sufficient.
- Cloze marking – when there is a right or wrong answer. The teacher will indicate an incorrect answer with a dot placed next to it and a correct answer with a tick.
- Quality marking – where successes are highlighted and an improvement suggested. To support this provide a focused comment which should help the child ‘close the gap’ to achieve successful learning. This again may relate either to the success criteria for the lesson or the individual/group targets. In order to be formative, all information must be used and acted upon by children so time should always be given for children to read and respond.

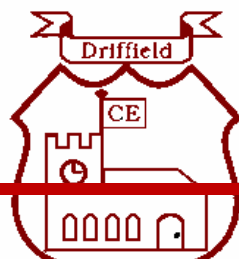
Who is involved in marking?

All adults working in a classroom with children are involved in the marking and feedback process. This may be oral or written, using the procedures above. Where a non-class teacher has completed ‘tickled pink’/ written marking, they should initial the piece of work to record their involvement (this applies to teaching assistants, teaching students and supply staff).

Monitoring and Review



This policy will be reviewed every three years by the Headteacher and approved by Governors, and addressed with all new members of staff on their induction

Review date: January 2029



Look for these marking symbols on your work

They are there to help you improve

	<u>Tickled pink</u> You have met your targets! Well done!
	<u>Green for Growth</u> You can make your work even better!
AS	Adult support
I	Independent work