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**Norfolk
House
School**

**Marking and Feedback Policy
August 2026**

Updated: August 2026

To be reviewed: August 2027

Book Presentation

The way children present their work reflects their attitude to learning. When pupils take **pride** in their books and feel a sense of ownership over their work, they are more likely to be motivated, reflective, and committed to improving it. Neat, well-organised books support clarity of thought and help embed high expectations, while opportunities for autonomy - such as making choices, responding to feedback, and self-assessing - encourage deeper engagement and better outcomes. This policy outlines our expectations for how books are maintained to promote **pride, independence**, and a **consistent standard of excellence**. In turn, this will ensure that the quality of pupils' work reflects the high standards of teaching and learning throughout the school.

The standards that are expected and accepted by a teacher indicate to the student the importance of the work set.

EYFS

- The **date** and **Learning Objective** should be stuck into books at the start of each piece of work.
- The **Success Criteria** should be shared verbally but are not required to be stuck into books.
- Where not obvious in Reception, the learning task must be made clear.

Forms 1 to 6

- Neat presentation with children taught how to write on the lines, reflecting a high standard at all times.
- Teachers must model expectations clearly.
- Thinking tasks - 'active learning' (thinking maps, notes, planning etc.) *may* be recorded directly into books rather than on whiteboards.
- The date and Learning Objective must be written and underlined at the start of each piece of work.
- All tasks in books should directly support the learning objective and demonstrate progress; avoid non-essential tasks such as decorative 'topic front pages.'
- Pupils must use a sharp pencil or a blue handwriting pen.
- Where sheets are used, pupils should be directed to stick these in neatly - trim or fold where necessary

English

- The date should be written in full (e.g. Monday 1st September 2025).
- The Learning Objective should use the format "To...." and be kept short and purposeful e.g. *To write an engaging setting description.*
- Use of Chromebooks:
 - Across a term, the majority of pupils' work should be handwritten rather than typed online e.g. If in English there are 3 written pieces produced, 2 of those should be handwritten.
 - Typed work onto Google Classroom must be printed, stuck into books, and marked (this can be through uplevelling once stuck in or use of pink coloured font when live marking is given).

Maths

- All work to be completed in pencil.
- The date should be written in the short format e.g. 01.09.2025.
- The Learning Objective should be written out and underlined using the format "To..." and be kept short and concise e.g. *To tell the time to the nearest 5 minutes.*
- Pupils must write one digit per square to support layout and accuracy.
- Pupils are encouraged to show reasoning and working-out in their books.
- Diagrams, graphs and charts should be drawn in pencil and rulers used for straight lines.
- While worksheets are sometimes necessary, staff should encourage pupils to make full use of the gridlines in their books wherever possible.
- Rubbing out should be discouraged, except for specific tasks such as geometry.
 - Mistakes should be crossed out once or corrected using a pink pen.

Diagrams or drawings

Outside of Maths and Art, any required diagrams or drawings should be completed on plain paper, neatly trimmed, and then stuck into books.

Marking and Feedback

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112¹)

Feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective ... "feedback must answer three major questions asked by a teacher and/or by a pupil:

- *Where am I going? (What are the goals?)*
- *How am I going? (What progress is being made toward the goal?)*
- *Where to next? (What activities need to be undertaken to make better progress?)" (ibid p86)*

Effective marking is central to good teaching and learning. It empowers pupils to understand their progress, embed learning quickly, and accelerate development.

Aims of Effective Marking and Feedback:

- Inform pupils what they have done well and how to improve.
- Build pupil confidence and promote accelerated learning.
- Support teachers' assessment to plan next learning steps.
- Create a constructive dialogue to aid progress.
- Encourage pupils to give their best and improve consistently.

Forms of Feedback:

- **Formative:** Feedback is *live and continuous*, delivered as learning happens.
- **Integrated:** Marking and feedback are *part of everyday teaching* and learning.
- **Partnership:** Pupils are *partners in the process*, regularly reflecting, responding, and improving their work.

Types of Marking:

At Norfolk House, we want to encourage Live Marking as much as possible. This style of feedback is given in real-time while pupils are working. Immediate support and redirection are provided where needed. This is generally given in the form of *Oral Feedback* and can be shared with individuals, groups, or the whole class.

Other forms of feedback:

- *Light Marking:* A simple  to acknowledge that the work has been seen and meets expectations.

¹ **The Power of Feedback** John Hattie and Helen Timperley *REVIEW OF EDUCATIONAL RESEARCH* 2007 77: 81
<mailto:http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf>

Pride and consistency

- **Responsive Marking:** Teachers provide clear, limited written feedback with an expectation for pupils to *respond*. Time must be planned for this.
 - a. Use limited, child-friendly language.
 - b. Plan and allocate time for pupils to *respond* to the feedback.
 - c. Check responses with a tick or initial to acknowledge progress.
- **Peer and self-marking:** Encouraged to develop independence. Pupils use a pink pen to assess their own or a peer's work using success criteria.
 - a. For peer or self-marking, the teacher must teach the children how to conduct this appropriately based on a clear criteria e.g. success criteria or steps for success

All adults working with pupils, including TAs, are encouraged to provide feedback and, where appropriate, mark the work of the children they support. However, teachers are responsible for reviewing all pupils' work to ensure consistency and oversight.

Each piece of work must show some form of marking by a member of staff.

Marking Tools:

- **Green pen:** All teacher marking and comments.
- **Pink pen:** All pupil responses, editing, reflections, and peer/ self-marking.

English:

- All extended writing must include:
 - Teacher responsive marking
 - Peer or self-marking in pink
 - SPAG feedback
- Alternatives to correcting mistakes:
 - Highlight up to 3 spellings or grammatical errors for pupil correction.
 - Tailor feedback to individual needs e.g. 'You have 5 missing capital letters. Can you find and fix them?'
 - For spellings, focus on:
 - Year group expectation words
 - Common confusions e.g. *their/ there/ they're etc.*
 - Subject-specific vocabulary

Maths:

- Encourage self-marking.
- If all answers are correct (6-8 questions), move the pupil on to challenge tasks.
- When errors are made:
 - Pupils to correct their mistakes using a pink pen.
 - Offer additional practice questions to allow children to demonstrate their understanding.
 - Where necessary, provide a modelled example in the book.

Foundation subjects:

Pride and consistency

- Only light marking is required unless the class teacher feels as though deeper marking would support the particular learning.
- Encourage *live marking* where appropriate.
 - E.g. First finishers should be given ***pink pen challenge questions*** to extend their thinking.
 - In Science, try and have at least one lesson which encourages investigative thinking e.g. 'How did the results meet your prediction?'

Marking codes:

Code	Meaning
I/ CT/ TA	Independent/ Class Teacher/ Teaching Assistant <i>support</i> <i>Independent only needs clarifying if a child is supported and then completes part of the work independently.</i>
✓	Work is correct
.	Mistake/ something to review
👉	Finger sp
Sp	Spelling error <i>These may be underlined by the teacher with the pupil then asked to write out a few select words 3 times.</i> <i>Alternatively, Sp can be written in the margin for the child to find the misspelt word and to then correct.</i>
G	Grammatical error <i>This may include tense corrections or sentences not making sense (e.g. use of non-standard English) and needing to be re-written.</i>
P	Punctuation error <i>This may include CL in the margin where a capital letter is required.</i>
VF	Verbal feedback provided with a brief note indicating the focus. E.g. past tense
//	New paragraph
H	Handwriting
PA/ SA	Peer Assessment/ Self Assessment
^	Missing word