

Rossington St Michael's C of E Primary School

MARKING AND FEEDBACK POLICY

2026-2027



Date of Policy: September 2026

Date of Review: September 2027

Introduction

At Rossington St Michael's, we believe that effective marking and feedback are essential tools for pupil progress. Our approach is guided by the Education Endowment Foundation (EEF) research, ensuring that marking is meaningful, manageable and motivating. Professional judgement is at the heart of our practice, allowing flexibility to adapt to the needs of individual pupils.

Principles of Effective Marking and Feedback

- Feedback should focus on moving learning forward and be timely, clear and specific.
- It should encourage pupil independence through self-assessment and reflection.
- Verbal feedback should be central; teacher-child dialogue and questioning should be fostered.
- Presentation and handwriting must be consistently reinforced to promote high standards.
- Misconceptions should be addressed promptly - no small errors should be overlooked.
- Feedback should not create unnecessary workload for staff but instead have a direct impact on learning.

Key Stage 1 (KS1) Expectations

- **Verbal feedback** is the primary method of response, given in the moment and with chance for children to respond to feedback given.
- **Self-assessment** is encouraged using traffic lights or smiley faces.
- **Marking symbols:**
 - ✓ (correct answer)
 - . (incorrect, needs correction)
 - VF (verbal feedback given)
 - T (teacher / TA support provided)
- Pupils are encouraged to respond to feedback with simple corrections or redrafting where necessary.
- Handwriting and presentation should be praised and addressed where needed.

Key Stage 2 (KS2) Expectations

- **Verbal feedback** is the primary method of response, given in the moment and with chance for children to respond to feedback given.
- **Self-assessment** is embedded in daily practice.
- **Marking symbols:**
 - ✓✓ (excellent work/strong understanding)
 - ✓ (correct answer)
 - . (incorrect, needs correction)
 - VF (verbal feedback given)
 - G (guided support provided)
 - SP (spelling correction needed – pupils write out three times)
 - // (new paragraph needed)

- Pupils should take ownership by responding to feedback in purple pen.
- More detailed written feedback is only necessary when misconceptions require further explanation.
- Presentation expectations remain high; teachers will challenge untidy or careless work.

In-Depth Marking for Extended Writing

For extended pieces of writing, a structured in-depth marking approach is used to provide targeted feedback.

Pupils will write on one side of a double-page spread, leaving the opposite side blank for detailed feedback. Teachers will mark **line by line** in **green pen**, highlighting strengths and addressing areas for improvement through specific comments and questions. Pupils will then respond to this feedback using **blue pen**, making corrections and improvements accordingly. This method ensures clear, actionable feedback that promotes pupil progress and encourages a dialogue between teacher and student.

- **Marking symbols:**
 - ^ (Insert)
 - . (Insert Full Stop)
 - , (Insert Comma)
 - ' (Insert Apostrophe)
 - # (Insert Space)
 - // (New Paragraph)
 - ✕ (No New Paragraph)
 - CL (Capitalise)
 - sl (Lowercase –small letter)
 - ∨∨ (Delete)
 - rwd. (Re-word)
 - ← (Move according to arrow direction)
 - SRO (Sentence Run On)
 - ^ (Add a Letter / Word)
 - sp (Spelling)
 - cs (Comma Splice)

Monitoring and Evaluation

- Regular book looks and lesson observations will assess the effectiveness of feedback.
- Pupil voice will be gathered to ensure they understand and act on feedback.
- Staff will be supported to ensure marking remains purposeful and impactful.

By following this policy, we aim to ensure all pupils receive high-quality feedback that drives progress while maintaining a manageable workload for staff.