# Marking and Feedback Policy

# October 2026

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**Marking and Feedback Policy**

At Wilkinson Primary School, we are committed to ensuring that all pupils achieve the best possible outcomes. Effective feedback is a key element in supporting pupil progress, enabling children to understand their successes, address misconceptions and identify their next steps in learning.

We recognise that high-quality feedback can take many forms and will vary according to the age of the child, the curriculum area and the learning context. Research demonstrates that immediate and responsive feedback, particularly verbal feedback delivered during learning, has the greatest impact on pupil progress.

Our aim is to develop confident, reflective learners who take increasing responsibility for evaluating, improving and editing their own work. Through effective feedback, children will become more independent, resilient and engaged in their learning journey.

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

**Core Principles**

At Wilkinson Primary School, feedback is provided for the benefit of pupils and must have a clear impact on learning.

Feedback should:

- Close gaps in understanding and address misconceptions.
- Help pupils make improvements in their learning.
- Be specific, relevant and related to the learning intention or success criteria.
- Be accessible and achievable for the individual child.
- Be purposeful and focused on improving outcomes.
- Be clear, concise and timely.
- Motivate and encourage learners.
- Promote independence and reflective thinking.
- Inform future teaching, intervention and curriculum planning.
- Support all learners, including pupils with SEND.

Feedback should not:

- Be excessive or create unnecessary workload.
- Rely predominantly on lengthy written comments.
- Be provided simply for compliance purposes.
- Overwhelm pupils with too many improvement points at once.

**Principles of Effective Feedback**

Teachers will use professional judgement to determine the most effective form of feedback. This may include:

- Verbal feedback.

- Live marking during lessons.
- Whole-class feedback.
- Self-assessment.
- Peer assessment.
- Written prompts where appropriate.
- Immediate intervention and misconception correction.

The most effective feedback occurs during the learning process and enables pupils to respond and improve their work promptly.

**General Expectations**

Staff will:

1. Acknowledge and review pupils' work regularly.
2. Provide verbal feedback wherever it is most effective.
3. Use written feedback sparingly and only when it adds value to learning.
4. Ensure feedback relates to learning objectives, success criteria or identified misconceptions.
5. Provide opportunities for pupils to reflect on and respond to feedback.
6. Encourage pupils to edit, improve and redraft work when appropriate.
7. Promote self-assessment and peer-assessment strategies throughout the curriculum.
8. Celebrate achievement, effort and progress through praise, house points, certificates or other recognition systems.
9. Support pupils in improving spelling, grammar and subject-specific vocabulary when appropriate.
10. Use assessment information to inform future teaching and intervention.

Homework should be acknowledged in an appropriate manner which may include verbal recognition, stamps, stickers, house points or brief written feedback.

**Marking Procedures**

There is no expectation that teachers provide lengthy written comments on every piece of work.

Teachers and support staff will:

- Mark using green pen or another clearly contrasting colour.
- Acknowledge completed work appropriately.
- Prioritise live marking and in-the-moment feedback.
- Highlight or identify success against learning intentions where appropriate.
- Address significant misconceptions as soon as possible.
- Encourage pupils to act upon feedback during lessons.
- Ensure key vocabulary is corrected and modelled where necessary.
- Celebrate exceptional effort, progress or attainment through school reward systems and referrals to senior leaders.

Professional judgement should always determine the level and style of feedback required.

**Verbal Feedback**

Verbal feedback is recognised as the most immediate and impactful form of feedback.

Effective verbal feedback:

- Takes place during learning whenever possible.
- Can be delivered to individuals, groups or the whole class.
- Is focused on learning and improvement.
- Allows pupils time to make corrections and improvements.
- Supports rapid identification and correction of misconceptions.
- Encourages dialogue between adults and pupils about learning.

Where verbal feedback leads to improvement, evidence may be seen through amendments, editing or improved outcomes within pupils' work.

**Self-Assessment and Peer Assessment**

Pupils should be actively involved in evaluating their own learning.

Age-appropriate approaches may include:

**Key Stage 1**

- Thumbs up/down.
- Simple reflection prompts.
- Teacher-supported discussions.

**Lower Key Stage 2**

- Traffic light systems.
- Partner discussion.
- Success criteria checks.

**Upper Key Stage 2**

- Traffic light systems.
- Written reflections.
- Peer assessment against agreed success criteria.
- Identification of next steps for improvement.

Pupils should be encouraged to explain their thinking and identify both strengths and areas for development.

**Feedback and Marking Codes**

Marking codes are displayed in classrooms and shared with pupils regularly.

| Code | Meaning |
|---|---|
| ✓ | Correct / Learning achieved |
| X | Incorrect - have another attempt |

| Code | Meaning |
|---|---|
| 1HP | One House Point awarded |
| S | Supported |
| GR | Guided Reading |
| Blue Line | SPaG correction required |
| Blue Cross (X) | Redrafting or improvement required |
| Teacher Model | Letter or number formation modelled for pupil practice |

The use of codes should support pupil understanding and reduce unnecessary written marking.

**Effective Modelling**

Teachers will provide high-quality models and worked examples to ensure pupils understand expectations and success criteria.

Effective modelling:

- Demonstrates what successful learning looks like.
- Supports independent learning.
- Provides opportunities for discussion and evaluation.
- Promotes consistently high standards across the curriculum.

**Presentation of Work**

At Wilkinson Primary School, we expect all pupils to take pride in their work and presentation.

Pupils will be encouraged to:

- Write the date where appropriate for their age and stage of development.
- Record learning objectives or titles when required.
- Check spellings, punctuation and presentation.
- Review work for accuracy and clarity.
- Correct mistakes appropriately rather than using excessive crossing out.
- Develop and maintain a fluent handwriting style consistent with the school's handwriting approach.
- Expectations will remain developmentally appropriate and inclusive for all learners.

**Roles and Responsibilities**

**Role of Class Teachers**

Class teachers are responsible for:

- Implementing this policy consistently.
- Ensuring feedback supports progress and learning.
- Using assessment information to inform planning.
- Teaching pupils how to respond effectively to feedback.
- Promoting self-assessment and independence.

**Role of Teaching Assistants**

Teaching Assistants support effective feedback by:

- Providing verbal feedback during learning.
- Reinforcing teacher guidance.
- Supporting pupils to understand and act upon feedback.
- Reporting misconceptions and progress to teachers.

**Role of Subject Leaders**

Subject Leaders will:

- Monitor the implementation of this policy through book reviews, pupil discussions and lesson visits.
- Evaluate the impact of feedback on pupil outcomes.
- Support staff in developing effective feedback practices.
- Ensure consistency across the curriculum.

**Role of Senior Leaders**

Senior Leaders will:

- Monitor the effectiveness of assessment, marking and feedback.
- Ensure that expectations remain proportionate and manageable.
- Support staff wellbeing by avoiding unnecessary marking workload.
- Promote best practice across the school.

**Monitoring and Review**

The effectiveness of this policy will be monitored through:

- Learning walks.
- Book reviews.
- Pupil voice activities.
- Curriculum monitoring.
- Staff consultation.

The Headteacher and Senior Leadership Team will review this policy annually.

**Policy Start Date:** October 2026
**Review Date:** October 2027