Reepham Church of England Primary School
Marking and Feedback Policy

Our Vision

Be Known. Be Loved. Belong.
"Who you are is God's gift to you. Who you become is your gift to God."

At Reepham Church of England Primary School, we believe that every child should feel known as an individual, valued for their unique strengths and supported to flourish within a caring learning community. Feedback plays a vital role in helping pupils grow academically, socially and emotionally.

Our approach to marking and feedback seeks to develop confident, reflective and independent learners by providing guidance that celebrates success, identifies next steps and supports progress. Feedback should strengthen relationships, encourage resilience and help pupils recognise that mistakes are an important part of learning.

Purpose

This policy sets out the school's approach to marking and feedback in order to:

- Support pupils in making progress.
- Ensure feedback is purposeful and manageable.
- Promote high expectations whilst maintaining staff wellbeing.
- Develop pupils' independence and ownership of learning.
- Celebrate achievement and effort.
- Provide consistency across the school whilst allowing professional judgement.
- Ensure feedback is inclusive and responsive to individual needs.

At Reepham, we recognise that effective feedback can take many forms and that no single approach is appropriate in every situation. Staff will use their professional judgement to determine the most effective feedback strategy according to the learning, age and needs of pupils.

Evidence-Informed Principles

This policy is informed by guidance from the **Education Endowment Foundation (EEF) Teacher Feedback to Improve Pupil Learning Guidance Report** and the EEF Teaching and Learning Toolkit. Research identifies feedback as one of the most effective approaches for improving pupil outcomes when it is carefully planned and acted upon by pupils.

The EEF highlights three key principles:

1. Lay the foundations for effective feedback
Feedback is most effective when it builds upon high-quality teaching, clear learning intentions and ongoing formative assessment. Feedback should not compensate for weak instruction but strengthen learning that has already taken place.

2. Deliver feedback that moves learning forward
Effective feedback provides information about success and identifies manageable next steps. It should help pupils understand what to do next rather than simply identify errors.

3. Plan opportunities for pupils to use feedback

Feedback only has impact when pupils engage with it. Teachers should therefore provide opportunities for pupils to reflect, respond, edit, practise or improve their work.

The EEF also advises that schools should focus on the principles of effective feedback rather than prescribe a single method of marking. Professional judgement remains central to effective practice.

Principles of Effective Feedback

At Reepham, effective feedback should:

- Be timely and purposeful.
- Focus on learning rather than task completion.
- Be specific and actionable.
- Celebrate success as well as identify improvements.
- Be proportionate and manageable.
- Encourage pupil reflection and independence.
- Be adapted to the age, stage and needs of the learner.
- Support positive attitudes towards learning.

Feedback may be:

- Verbal
- Live/in-the-moment
- Whole-class
- Written
- Peer-assisted
- Self-assessment

No single form of feedback is expected in every lesson.

Live and Verbal Feedback

Research suggests that feedback can be highly effective when delivered during learning, allowing misconceptions to be addressed immediately and reducing delays between feedback and action.

For this reason, staff are encouraged to prioritise responsive feedback during lessons wherever appropriate.

Examples include:

- Clarifying misconceptions through questioning.
- Prompting pupils to improve an answer.
- Supporting sentence construction during writing.
- Addressing calculation errors in mathematics.
- Reinforcing successful strategies.
- Extending pupils' thinking through discussion.

Where verbal feedback has significantly supported progress, staff may record this using:

VF – Verbal Feedback

This may be accompanied by a brief note where appropriate.

School Feedback Practice

To support consistency across the school, the following approaches are used.

Pink for Positive

Pink highlighting or annotation identifies:

- Successful learning.
- Achievement of learning intentions.
- Effective application of taught skills.
- Strong vocabulary or reasoning.
- Improvement in presentation or handwriting.
- Effort and perseverance.

Examples:

- Accurate calculations.
- Effective sentence openings.
- Strong explanations.
- Correct use of subject vocabulary.
- Accurate use of grammar / punctuation

The purpose is to recognise success and reinforce effective learning behaviours.

Green for Growth

Green highlighting or annotation identifies:

- Areas for improvement.
- Opportunities for editing.
- Next steps in learning.
- Corrections or refinements.
- Green dot in maths to indicate that they need to go back and have another go at the question / calculation.

Green prompts should:

- Be specific.
- Be achievable.
- Focus on one or two key improvements.
- Be appropriate to the age of the pupil.

Examples:

- "Can you explain why?"
- “Can you correct 3 spellings on this page??”
- “Can you extend 2 sentences with conjunctions?”
- "Check your capital letters."
- "Add evidence to support your answer."
- "Where could you include……?”

The purpose is to support progress rather than identify every error.

Learning Objective Stampers

Teachers may use learning objective stampers to provide quick visual feedback.

Pink Stamper
Used when learning has been achieved securely and success criteria have largely been met.

Green Stamper
Used when learning is still developing and further support or practice is required.

Stampers support consistency but do not replace professional judgement or meaningful feedback.

Pupil Response and Improvement

Pupils should regularly be given opportunities to engage with feedback and improve their learning.

Approaches may include:

- Editing and improving work.
- Correcting misconceptions.
- Verbal discussion with adults.
- Peer discussion.
- Redrafting sections of work.
- Practising identified skills.
- Reflection on strengths and next steps.

In Key Stage 2, pupils may use **purple editing pens** where appropriate to demonstrate revisions and improvements.

The emphasis should be on meaningful improvement rather than extensive written responses.

Spelling, Handwriting and Presentation

Feedback should support the development of transcription skills while remaining manageable and age appropriate.

Teachers should:

- Promote pride in presentation.
- Encourage accurate letter formation and handwriting.
- Provide correct modelling of letters if they are repeatedly formed incorrectly.
- Reinforce spelling patterns that have been taught.
- Address common exception words where appropriate.
- Avoid excessive correction that may overwhelm pupils.

Not every spelling or grammatical error requires correction.

Teachers should use professional judgement to identify the feedback most likely to improve future learning, with a focus on foundational skills and high frequency word spellings.

Presentation expectations should remain high across all curriculum areas whilst recognising pupils' developmental stage and individual needs.

Inclusion

Feedback must be inclusive and accessible for all learners.

Adjustments may include:

- Increased verbal feedback.
- Reduced written feedback.
- Scaffolded editing opportunities.
- Individual targets.
- Alternative recording methods.
- Adapted expectations linked to need.
- Provide models to copy or complete.

This applies particularly to pupils with SEND, EAL learners and those requiring additional support.

Success should be recognised in relation to both curriculum expectations and individual starting points.

Independent Writing and Assessment

Teachers will periodically review independent pieces of writing to support assessment and future planning and a minimum of one independent piece of writing should be completed every small term.

These pieces provide opportunities to:

- Assess application of taught skills.
- Identify strengths and misconceptions.
- Inform future teaching.
- Support moderation processes.
- Establish appropriate next steps for learning.

Detailed marking may occasionally be undertaken where it supports assessment purposes, but routine extensive written marking is not expected.

Monitoring and Review

Senior leaders and subject leaders will monitor the implementation and impact of this policy through:

- Book looks
- Learning walks
- Pupil discussions
- Moderation activities
- Professional dialogue

Monitoring will focus on the quality and impact of feedback rather than compliance with a particular marking style.

The school recognises that effective feedback depends upon professional expertise and that teachers should retain flexibility to respond to the needs of their pupils and curriculum context.

Summary of School Practice

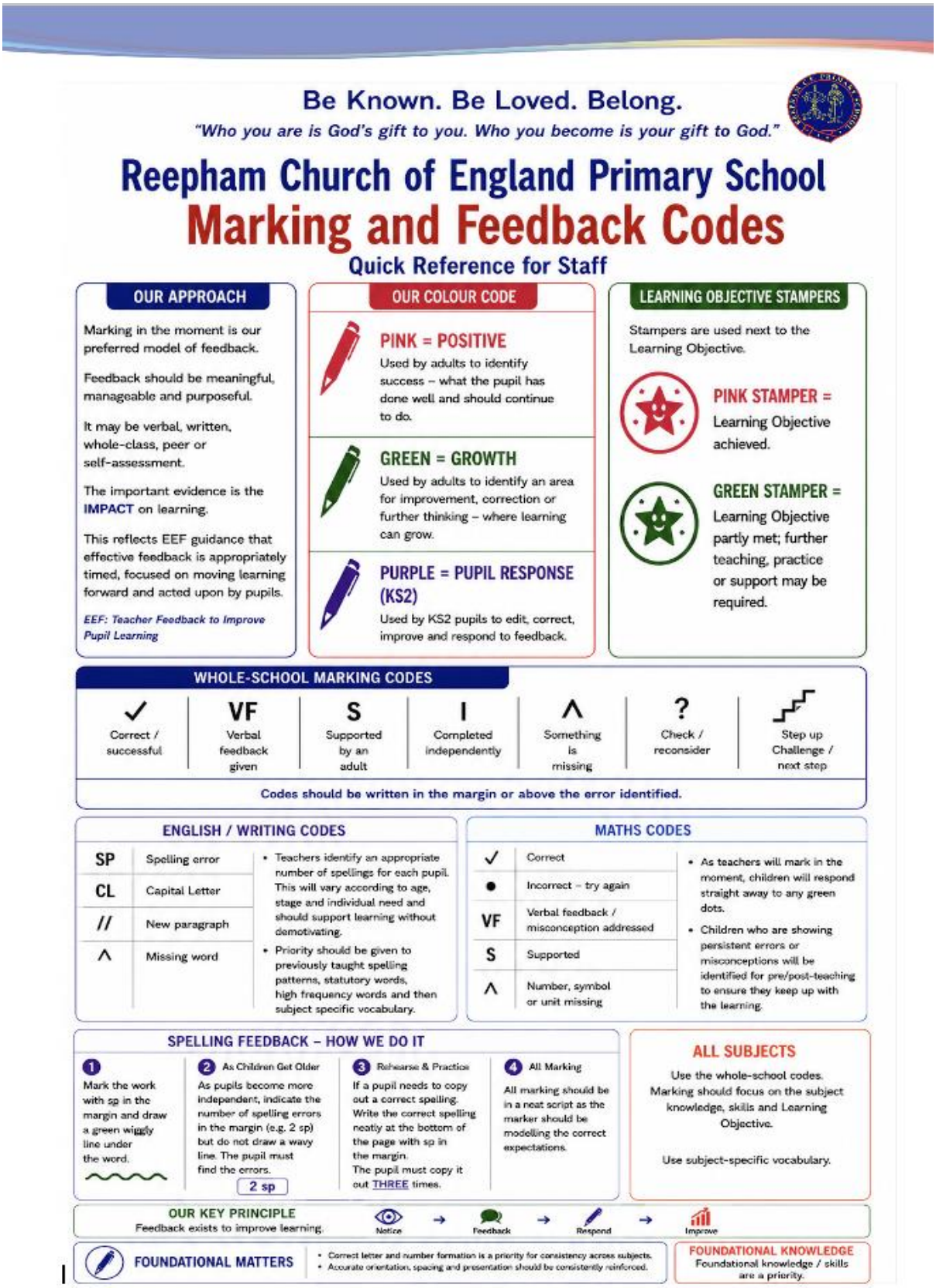
Aspect	School Practice
Verbal Feedback (VF)	Used routinely during lessons, write (VF) in green pen.
Live Feedback / Marking in the moment.	Prioritised where appropriate so feedback can be instant and purposeful.
Pink Pen Marking and comments	Celebrates success and achievement. Pink ticks indicate when something has been done correctly. Tick should be appropriately sized and neat.
Green Marking and comments	Identifies next steps and improvements. Pupils must have an opportunity to respond to green comments. In maths, a green dot indicates where the pupil needs to go back and have another go at the question / calculation.
Learning Intention / Objective Stampers	Support quick visual feedback in relation to the Learning Intention across all subjects. However, marking should also be mindful of the foundational skills that need to be embedded in order to move learning forward.

Aspect	School Practice
Letter formation	Letters should be correctly formed and be positioned on the line appropriately. Ascenders and descenders should be clear and if this is not embedded letters need to be modelled in green pen.
Capital letters, full stops and finger spaces	If pupils are not correctly forming or using capital letters, full stops or finger spaces this needs to be corrected and modelled one sentence at a time. Sentence stems can be used to support.
Spelling Corrections	Selective and purposeful (**Sp**) written in green to identify where a correction is needed. Focus on high frequency words the pupils should know how to spell.
Handwriting	In KS1 pupils will use handwriting exercise books to support letter size and formation. In LKS2 pupils will use exercise books with lines that are 10mm and in UKS2 the pupils will use exercise books with lines that are 8mm. Pens are given when the pupils are ready. The expectation is for handwriting to be of the same quality in all subjects.
Number Formation	Correct reversals or incorrectly formed numbers by providing the correct formation in green for the pupil to copy.
Setting out calculations in maths books	Ensure one digit is placed in one square.
Adaptation	Responsive to age, stage and need of the pupils.
Monitoring	Focuses on impact rather than compliance.

At Reepham Church of England Primary School, effective feedback is timely, purposeful and centred on improving learning. Through high-quality teaching, responsive feedback and meaningful opportunities for improvement, we aim to ensure that every child is known, valued and supported to flourish.

Appendix A

Marking & Feedback Codes



Be Known. Be Loved. Belong.

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Marking and Feedback Codes

Quick Reference for Staff

OUR APPROACH

Marking in the moment is our preferred model of feedback.

Feedback should be meaningful, manageable and purposeful.

It may be verbal, written, whole-class, peer or self-assessment.

The important evidence is the **IMPACT** on learning.

This reflects EEF guidance that effective feedback is appropriately timed, focused on moving learning forward and acted upon by pupils.

EEF: Teacher Feedback to Improve Pupil Learning

OUR COLOUR CODE

PINK = POSITIVE
Used by adults to identify success – what the pupil has done well and should continue to do.

GREEN = GROWTH
Used by adults to identify an area for improvement, correction or further thinking – where learning can grow.

PURPLE = PUPIL RESPONSE (KS2)
Used by KS2 pupils to edit, correct, improve and respond to feedback.

LEARNING OBJECTIVE STAMPERS

Stampers are used next to the Learning Objective.

PINK STAMPER = Learning Objective achieved.

GREEN STAMPER = Learning Objective partly met; further teaching, practice or support may be required.

WHOLE-SCHOOL MARKING CODES

✓	VF	S	I	^	?	Step up
Correct / successful	Verbal feedback given	Supported by an adult	Completed independently	Something is missing	Check / reconsider	Challenge / next step

Codes should be written in the margin or above the error identified.

ENGLISH / WRITING CODES

SP	Spelling error
CL	Capital Letter
//	New paragraph
^	Missing word

- Teachers identify an appropriate number of spellings for each pupil. This will vary according to age, stage and individual need and should support learning without demotivating.
- Priority should be given to previously taught spelling patterns, statutory words, high frequency words and then subject specific vocabulary.

MATHS CODES

✓	Correct
●	Incorrect – try again
VF	Verbal feedback / misconception addressed
S	Supported
^	Number, symbol or unit missing

- As teachers will mark in the moment, children will respond straight away to any green dots.
- Children who are showing persistent errors or misconceptions will be identified for pre/post-teaching to ensure they keep up with the learning.

SPELLING FEEDBACK – HOW WE DO IT

1 Mark the work with sp in the margin and draw a green wiggly line under the word.

2 As Children Get Older
As pupils become more independent, indicate the number of spelling errors in the margin (e.g. 2 sp) but do not draw a wavy line. The pupil must find the errors.
2 sp

3 Rehearse & Practice
If a pupil needs to copy out a correct spelling. Write the correct spelling neatly at the bottom of the page with sp in the margin.
The pupil must copy it out THREE times.

4 All Marking
All marking should be in a neat script as the marker should be modelling the correct expectations.

ALL SUBJECTS

Use the whole-school codes. Marking should focus on the subject knowledge, skills and Learning Objective.

Use subject-specific vocabulary.

OUR KEY PRINCIPLE

Feedback exists to improve learning.

Notice → Feedback → Respond → Improve

FOUNDATIONAL MATTERS

- Correct letter and number formation is a priority for consistency across subjects.
- Accurate orientation, spacing and presentation should be consistently reinforced.

FOUNDATIONAL KNOWLEDGE

Foundational knowledge / skills are a priority.