

# Rimrose Hope CE Primary School



Marking Policy  
2026 - 2029

# Marking and Feedback Policy 2026-2029

## **Introduction**

At Rimrose Hope, we believe that marking and feedback are central to learning. Effective marking provides constructive feedback to all pupils, focusing on both successes and areas for improvement against clear learning objectives. Marking is a key element of assessment, enabling pupils to become reflective learners and close the gap between current and expected performance.

## **This policy aims to:**

- Promote high expectations and standards across all subjects.
- Ensure high-quality, consistent marking throughout the school.
- Provide a marking approach that is both manageable for staff and effective for pupils.
- Standardise marking practices across the school.

## **Legal Framework**

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

## **Responsibilities**

### **Teacher Responsibilities**

As stated in the Department for Education Teachers' Standards, teachers have the duty to give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

At Rimrose Hope, class teachers are responsible for:

- Teaching pupils to value feedback.
- Ensuring pupils understand they are the main audience for feedback.
- Using feedback as an integral part of the learning cycle.
- Evaluating the effectiveness of feedback by monitoring its impact on pupil progress.

## Senior Leader and Governor Responsibilities

Senior leaders and governors are responsible for the effective deployment of all resources in school. They should consider the hours the teachers spend on marking and have regard for the work-life balance of their staff. When assessing and reviewing the marking policy, they should use the three principles: “all marking should be meaningful, manageable and motivating” as set out by the DfE’s Workload Review Group.

In 2016, the Department for Education published a report, ‘Eliminating Unnecessary Workload Around Marking’, which described three principles of effective marking:

**Meaningful:** Marking varies by age, group, subject, and what works best for the pupil and teacher in relation to any particular work. Teachers are encouraged to adjust their approach as necessary and should be trusted to incorporate the outcomes into subsequent planning and teaching.

**Manageable:** Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

**Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive – sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than the pupils, this can be a disincentive for pupils to accept challenges and take responsibility for improving their work.

## Pupil Responsibilities

Pupils are expected to:

- Try their best with any work they complete, including homework
- Ask questions when they do not understand something in lessons
- Read any comments on their work and ask questions if they do not understand them
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved
- Make a conscious effort to meet their targets and to action any suggested improvements
- Take responsibility for their learning

## Frequency of Marking

English and Mathematics:

- All work must be marked before the next lesson to inform next steps and ensure pupils are prepared for future learning.

Other Subjects:

- Feedback should be provided regularly and appropriately, considering the nature of the task.
- Long-term projects should be marked upon completion, with pupils informed in advance of when feedback will be given.

During Lessons:

- Immediate feedback should be provided wherever possible, particularly for Early Years and Key Stage 1 pupils, to support learning and correct misconceptions in real time.

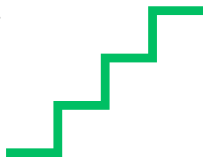
## Marking Code

- Titles in pupils' books will feature a 'Can I...' statement, and for writing tasks, a 'Target Pencil' will indicate specific learning objectives.

Example pencil target for EYFS and Autumn Term Year 1



- Target pencils will be in line with the pupil's current ability.
- Each foundation subject will have a specific pencil target linked to key skills within that subject. These targets will be used when pupils are producing a written response.
- Pupils will self-assess their writing against the pencil target by underlining relevant examples using a blue pencil and a ruler.
- Teachers will use "tickled pink" marking to highlight examples of good practice within pieces of writing. They will also confirm pupils' self-assessments by highlighting the objectives achieved on the pencil targets.
- EYFS, KS1, and LKS2 pupils will have typed titles; UKS2 pupils will handwrite titles.
- Green pen will be used for teacher marking.
- Positive comments linked to the learning objective will be written inside a green bubble. Personalised comments for individual pupils may also be included at the teacher's discretion.
- Teacher comments should follow the school's handwriting policy.
- With the exception of extended pieces of writing, comments will refer to the Can I objective.
- If the pupil has achieved the learning objective, teacher comments will state: Yes, you can
- If the pupil has not yet achieved the learning objective, teacher comments will state: "Not yet" or "Beginning to."
- Next steps will be identified when necessary and indicated by the teacher using the following symbol:



- When marking extended pieces of writing, positive comments will link directly to the overall composition and effect of the writing.

## Marking Symbols

- ✓ Correct
- ● Wrong (change to C when corrected)
- Spelling errors (Sp): Highlight up to three errors per piece, focusing on common exception words. Pupils should correct these using a dictionary or word mat, ideally during the session.
- G - grammatical error
- Independent work: I
- Teacher-supported: T / TA

## **Self-Assessment**

- Learning objectives and success criteria (WALT / Target Pencil) are shared at the start of lessons.
- Pupils self-assess during and at the end of lessons, using blue pencil to highlight achieved targets.

In all subjects, pupils use a traffic light system to indicate understanding:

- **Green - Fully understood**
- **Yellow - Mostly understood, needs practice**
- **Red - Not understood**

## **Presentation of Work**

### **Mathematics**

- From Year 4 pupils will write the date using Roman numerals
- Objectives will be typed and glued into pupils books
- Pencil work; mistakes crossed with a single line or rubbed out using an eraser
- Self-assess using traffic light system

### **English and Foundation Subjects**

- EYFS, KS1, LKS2 titles typed
- Pencil target under title
- Use a new page per piece of work
- Mistakes crossed with a ruler or rubbed out with an eraser
- Editing tabs used in extended pieces of writing

### **Marking in EYFS**

In the Foundation Stage, pupil's work may be annotated where appropriate to provide context to the learning and to capture the voice of the child. These annotations support practitioners in assessing pupil's understanding and attainment.

- Annotation and verbal feedback are positive and focus on evidence of what the child can do independently. They are used to support the identification of each child's next steps in learning.
- Floor books are used to capture examples of collaborative learning, pupil voice and practical activities across areas of the Early Years curriculum.
- Learning and assessment are linked to the Early Learning Goals within the Early Years Foundation Stage. Practitioner observations and knowledge of the child are used to track progress and inform planning for each pupil's individual next steps.

### **Feedback in EYFS**

In EYFS we use a range of feedback strategies.

These include:

- One to one verbal feedback is given both in the moment and at distance from learning
- In the Summer term pupils are supported in self-assessing their independent pieces of writing
- A range of stickers and / or stampers are used to celebrate success
- Allocation of Dojo points to reward hard work and successes
- Allocation of stickers
- Dojo is used to share work with parents and carers and includes teacher comments.

## **Remote Learning**

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Remote Education Policy. Work completed at home will be submitted via Google Classroom. Where pupils are working remotely, classroom teachers will consider setting online quizzes to help pupils gain feedback on their work.

Teachers will offer feedback on a sample of the work completed by pupils online, and will not rely solely on online quizzes and educational games for pupils to understand how well they are learning.

Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils and ensure they can keep to it.

The SENDCO will contact parents of pupils with SEND to ensure they are completing their work and have adequate support to do so, in line with the SEND Policy.

Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performance.

Pupils who are in school will receive feedback in line with the Feedback section of this policy. Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.

## **Equality and Inclusion in Marking**

Our marking and feedback practices will be fair, equitable and inclusive, ensuring that every pupil's work is assessed with respect for their individual needs, backgrounds and abilities. We will comply with the Public Sector Equality Duty under the Equality Act 2010, actively eliminating discrimination, advancing equality of opportunity and fostering positive relationships among all learners regardless of race, gender, disability, religion, socio-economic background or other protected characteristic. Marking will be accessible and meaningful to all pupils, including those with SEND or other additional needs, and feedback will be tailored as appropriate to support progress while maintaining high expectations for all. This inclusive approach ensures that feedback contributes to confidence, learning and achievement for every pupil.

## **Monitoring and Review**






The implementation of this policy will be monitored through:

- Book scrutiny and work sampling
- Learning walks and lesson visits
- Pupil voice about feedback and how it supports their learning
- Termly writing and reading moderation within and across year groups
- Staff feedback regarding workload and effectiveness





This policy is reviewed three yearly by the headteacher. Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

The scheduled review date for this policy is: **January 2029**

# Appendix 1

Wrong case either upper or lower	Circle the incorrect letter(s)
Spelling mistake	sp in the margin Underline with a wavy line if the pupils are to correct themselves.
New paragraph	//
Punctuation missing	Draw a ring around the missing or errant punctuation
Omission	^ for missing letters, words or phrases
Correct	✓
Incorrect	● This will be changed to a C when the child corrects an answer.
Child worked independently on a task	I
TA supported work	TA
Teacher supported work	T
Supply Teacher	ST
Tickled pink	
Positive comment	
<b>Pupil Self Assessment Maths Symbols</b>	
Totally understood	
Understood mostly but need a little more practice.	
Do not understand	

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