

Salcombe CE Primary School



Marking and Feedback Policy

Summer 2026

Marking and Feedback Policy

Overview

“Feedback is complex and problematic so teachers need to think carefully about the responses that their specific individual students have to information they receive regarding their past performance. Generally, feedback should be: Designed to make students think – not generate an emotional response; focused on learning goals that have been shared; and more work for the student than the teacher, focusing on students owning the process.” Dylan Wiliam.

At Salcombe CE Primary, we recognise the importance that effective feedback has in securing students’ learning – whether this be by enabling them to deepen their knowledge and understanding or improving their performance. Either way, the intention of the feedback should be to move the children’s learning forwards closing the gap between where they are and where they are trying to get to. For feedback to be effective, and to change the habits of our children (not merely changing a piece of work) we place value on feedback largely in the form of dialogue between teachers and pupils to ensure that the feedback is understood and actionable. After much researching, trialling and consultation, as well as considering the need to reduce teacher workload, as a staff, we have created a shared understanding and progressive way of marking throughout the school which this policy will detail.

Live marking:

“Written marking is useful for one child, once only.” Joe Kirby, Deputy Headteacher, Michaela School.

We believe that providing feedback in the moment allows for learning conversations to take place that can clarify understanding, catch errors and misconceptions in a timely fashion, deepen understanding at the point of learning, scaffold the learning process and also celebrate success which acts as a motivator and a further tool of support for those who need it.

Guidelines for Implementation

Live marking in Maths:

- During a Maths lesson, it is an expectation that each child is visited and spoken to by the teacher at least once and subsequent visits and conversations will take place with children on a needs basis.
- For Maths, a light touch approach to marking will suffice with a green tick to show correct application of skills and green dot/line to show that there is an error and act as an indicator for the pupil to re-visit the learning and self-correct.
- Incorrect number formation is addressed by the pupil/teacher during the lesson and children are supported to re-write numbers correctly.

- Should the pupil get the example wrong again, the teacher would then provide support to the learner by guiding them through the steps to success and providing further coaching conversations.

Post-lesson marking in Maths:

- After the lesson, Maths books will require a further brief marking where the green ticking and dotting could be continued if not completed.
- Further number formation to be addressed.
- If it is felt that the child has met the learning objective for that session, then the objective will be ticked.
- Time should be built into arithmetic time/the start of the following Maths lesson/another point in the timetable for children to respond to these marking comments.
- Any children who have developed misconceptions must have a conference with an adult to responding to marking comments.

Live marking in English:

- During an English lesson, it is an expectation that each child is visited and spoken to by the teacher at least once and subsequent visits and conversations will take place with children on a needs basis.
- In a writing lesson, teachers circulate and tick the evidence from the toolkits that can be seen.
- Whilst circulating, teachers use toolkits to identify gaps and encourage children to apply tools taught.
- Incorrect letter formation is addressed by the pupil/teacher during the lesson and children are supported to re-write letters correctly.
- As the ticking takes place, the teacher praises and explains why this is happening, sharing some key successes with the whole class so they can magpie ideas.
- The marking code will be followed to identify next steps as well as circling elements of the toolkit that have not been included.
- To indicate when a significant amount of verbal feedback has been given, VF will be written by the teacher.
- Many English lessons may only require a light touch approach to marking with a green tick or a dot/line – for example, if the lesson is at a word or sentence level or an information gathering/ideas session.

Post lesson marking in English:

- After the lesson, English books will require a further brief marking where the green ticking and dotting could be continued if not completed.
- If it is felt that the child has met the learning objective for that session, then the learning intention should be ticked.

- Further letter formation to be addressed.
- Spellings should be addressed as per the details below.
- During the shared writing week, there should be more marking in books. Aspects from the toolkits that have not been included will be circled to provide next steps for children.
- Time should be built into the start of the following English lesson for children to respond to these marking comments with a purple pen.

Spelling Marking:

- In EYFS, accurate letter formation is prioritised throughout the year; this builds to accurate spelling of CVC words and phonetically decodable words throughout the year depending on the stage of each child.
- KS1, up to three decodable/common exception/high frequency words incorrectly spelt could be identified per piece of work to be re-written underneath the work three times each.
- Spellings can be addressed through spelling and homework sessions; on days where light touch marking is being used, up to three incorrect spellings could be identified in a piece of work in LKS2 with a dot/line by the incorrect spelling.
- These should be corrected with a purple pen by the child when it has been corrected and teachers should double check the corrections are accurate.

Symbols to indicate support:

- Throughout the school, when children have been supported significantly by adults, this will be indicated by:

VF – verbal feedback and the teacher will conference with the child to support them.

G – guided this indicates that children have worked in a group with an adult supporting them.

All other work without symbols will indicate that the work has been completed independently.

Independent Writing Marking:

- When children write an independent piece of writing in English, these will be marked using a star and next steps against the Trust's agreed writing criteria.
- The star is related to criteria which have been achieved and the next step is a personalised target - one of the criteria that hasn't yet been met.
- Live marking is not an expectation on these summative assessment pieces.

Salcombe CE Primary School

Marking symbols

· or -	A dot or line near a word, phrase, calculation indicates an error.
/	A slash indicates a missing finger space.
~~~~	A wiggly line indicates a word, phrase or sentence does not make sense and needs to read and improved.
✓	A tick by a calculation, word, phrase, sentence or objective indicates that the toolkit has been applied and objective met.
	A set of stairs indicates what a child has to do to progress forward; it identifies their next steps
	A star will be used to highlight positive writing in an independent write.