At Knights Enham Schools we provide…

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Marking for feedback

(Written in consultation with staff, pupils, parent and governors)

Approved:

Date of next review:

Key Message

Effective marking is not about how much is written, but ***how much pupils learn and improve as a result****.*

A book full of corrections without response has limited impact.
A book showing ***targeted feedback, pupil thinking and clear improvement*** *is the goal.*

Rationale

At Knights Enham Schools, feedback is purposeful, efficient and directly linked to improving pupils' learning. In line with the current framework, the focus is on how feedback **impacts pupils' understanding over time**, rather than the volume of written marking.

We prioritise **precision marking**: identifying and addressing specific misconceptions or gaps in knowledge so that pupils can improve their work and deepen understanding. Evidence of **pupil response, redrafting and improvement** is valued more highly than extensive written comments.

Principles of Precision Marking

Marking and feedback will:

- Be focused, selective and impactful, not excessive
- Identify **specific** misconceptions or gaps in learning
- Lead to visible pupil response and improvement
- Take place within the lesson where possible **(live feedback)**
- Support pupils to become independent, reflective learners

What Precision Marking Looks Like in Practice

Precision marking is evident when:

- A misconception is clearly identified
- Feedback is brief and specific
- Pupils are given time to respond and improve
- There is clear evidence of redrafting or correction

Examples in Books

Example 1: Writing (KS2)

- Teacher highlights incorrect sentence structure
- Writes on **Green Pen**: *"NS: Check sentence opening – can you vary it?"*
- Pupil rewrites sentence underneath using improved structure in **Purple Editing Pen**

Example 2: Maths

- Incorrect method identified in calculation
- LSA writes in **Orange Pen**: *"NS: Use column method – check place value"*

- Pupil corrects calculation using correct method in **Purple Editing Pen**

Example 3: Spelling (EYFS/KS1 and KS2)

- Word spelled incorrectly
- KS1: teacher provides correct spelling and indicates: *"try again SPx3"*
- In KS2: pupil is prompted to use a dictionary to find the correct spelling independently
- Pupil records the correct spelling and practises it (e.g. writing it three times) and applies it in their work in **Purple Editing Pen**

Example 4: Verbal Feedback (All Key Stages)

- Adult identifies a misconception or error during the lesson
- Work is marked with **"V"** to indicate verbal feedback
- Adult discusses the misconception with the pupil and provides clear guidance
- Pupil responds in **Purple Editing Pen** to correct or improve their work, demonstrating understanding

Precision Marking in Lessons (Live Feedback)

The most effective feedback happens **during learning**, not after.

In lessons, this will include:

- **Verbal feedback** to address misconceptions immediately (marked as V)
- **On-the-spot intervention** by teacher/TA (marked as S)
- **Whole-class feedback** addressing common errors
- **Rapid reteaching** where misconceptions are identified. Example**:**
  - Several pupils misunderstand a maths concept
  - Teacher pauses lesson (pit stop) → reteaches → pupils immediately apply correction
  - Books show corrected work rather than repeated written comments

Pupil Response and Redrafting

Time must be planned for pupils to:

- Read and understand feedback
- Respond using puple pen
- **Edit, correct or redraft their work**

This may include:

- Rewriting a sentence or paragraph
- Correcting calculations
- Answering a follow-up question
- Improving vocabulary or structure

A strong book will show a **clear learning journey**, including mistakes, feedback, and improvement.

Types of Feedback (Used Selectively)

- **Reminder prompts** – refocus on learning objective
- **Scaffold prompts** – provide structure or guidance
- **Example prompts** – model correct response where needed

These are used only where they will have the greatest impact, not routinely.

The Role of Adults

All adults:

- Identify and address misconceptions promptly
- Use marking codes consistently
- Prioritise live feedback over written marking where appropriate
- Ensure feedback leads to pupil thinking and improvement

Monitoring and Evaluation (Linked to Impact)

Monitoring will focus on **impact, not quantity**:

Leaders will look for:

- Evidence of misconceptions being identified and addressed
- Clear pupil response and improvement over time
- Books showing a learning journey
- Consistency in application of the policy across classes

Monitoring activities include:

- Book looks focused on **progress over time**
- Learning walks focusing on **live feedback in lessons**
- Pupil voice: Can pupils explain how feedback helps them improve?
- Staff discussions to share **effective practice**

Feedback to staff will highlight:

- Strong examples of precision marking
- Where feedback is too general or not leading to improvement
- Opportunities to reduce unnecessary workload

Whole School Marking Symbols	
✓	A tick will be used to indicate a correct answer where highlighting is not appropriate.
✓✓	Two ticks will be used to indicate most successful outcomes against the I can or success criteria.
NS	Next Step (verbal or written): This will identify a misconception, goal or a challenge for children to achieve in their learning. This may be to edit an existing part, respond to a question or try something new. Children can also use highlighters to respond to a question *e.g. highlight all adjectives used.*
Sp	This will also be used to indicate errors in spelling. The correct word should be spelt and then the children must write it out three time correctly e.g. Went x 3 **went went went**
V	Verbal discussion with the child during the lesson.
I	Independence.
S	Support given by adults during learning by the teaching team to address a misconception.
ST	Supply Teaching or HLTAs
	NO stamps to be used.

Infants:

thay	Wobbly line under words children can independently correct.
can't	Circle to indicate missing or incorrect punctuation.
/	Line to separate words with a missing finger space.