The Kassia Academy
Part of KINGS ACADEMY TRUST

Marking and Feedback Policy

Clear, proportionate expectations for feedback and pupil response

September 2026

Date	September 2026
Next review due	September 2027

1. Purpose

At The Kassia Academy, feedback is an integral part of high-quality teaching. Its purpose is to help pupils understand more, correct important errors and misconceptions, and make progress through the planned curriculum.

Effective feedback does not depend upon the amount of written marking in pupils' books. Teachers should use professional judgement to select the form of feedback most likely to improve learning.

Key principle

There is no expectation that every piece of work receives written feedback or written acknowledgement. The quality of feedback is judged by its effect on learning, not by the quantity of teacher writing in pupils' books.

2. Core principles

- Feedback begins with high-quality teaching and clear curriculum intentions.
- Staff routinely check what pupils understand and identify important errors, gaps and misconceptions.
- Feedback is provided at a point and in a form that is most likely to improve learning.
- Feedback focuses on the most important learning rather than attempting to correct everything. So that pupils can act on it successfully without being overwhelmed, discouraged or disengaged from learning.
- Feedback leads to an appropriate response from the pupil and/or teacher.
- Teachers use professional judgement: no single feedback method is automatically preferable.
- Feedback and marking should be specific, proportionate, sustainable and manageable.
- Adaptations should enable pupils to access ambitious learning without unnecessarily reducing expectations.

3. When and how feedback takes place

Feedback point	What this means
Immediate feedback	Takes place during teaching and practice. It may include questioning, verbal feedback, live marking, modelling, prompting or correcting a misconception. Significant errors should be addressed as close to the point of learning as is useful and practicable.
Summary feedback	Takes place towards the end of a lesson, activity or sequence and helps establish what pupils have understood and what may require further attention.
Review feedback	Takes place away from the immediate point of teaching. Teachers may review pupils' work or assessment information to identify patterns, gaps or misconceptions that should influence subsequent teaching.

No one method is automatically preferable. Depending on the learning and the pupil, feedback may include verbal feedback, live marking, questioning, modelling, small-group support, whole-class feedback, re-teaching, further practice, pupil correction, written feedback or adaptation of subsequent teaching.

4. Pupil response

Feedback should result in pupil action where that action will strengthen learning. Pupils may be asked to:

- correct an error;
- improve or redraft part of their work;
- answer an additional question;
- explain their reasoning;
- practise an identified skill; or
- revisit important previous learning.

Pupil response does not always need to be independent. Staff should continue to model, scaffold or coach where this is necessary. Where pupils make written corrections or improvements, purple pen should normally be used so that the response can be readily identified.

5. Written review marking and common conventions

Kassia Academy uses a small number of consistent written-marking conventions so that pupils experience a predictable approach across subjects and can increasingly respond independently.

When should the code be used?

Not all work requires written review marking. Where a piece of work is marked in depth, or where written review feedback is the most useful response, staff should normally use the common code below. The code should be explicitly taught and reinforced with pupils; it should not be used simply to create visible evidence of marking.

Code	Meaning	Pupil action / purpose
✓	Correct / secure	Recognises that the response is accurate or secure.
✓✓	Particular strength	Highlights a notably strong aspect of the work.
?	Check / reconsider	The pupil should revisit this response, with support if needed.
Sp	Spelling	An important spelling should be corrected or practised.
→	Improve / develop	The pupil should extend, improve or complete the identified part.

All adult written marking, feedback and annotation should be completed in green pen. Pupils should normally use purple pen for written corrections and improvements.

Subjects may use a limited number of additional subject-specific codes where disciplinary conventions require them. These should be explicitly taught to pupils and should supplement, rather than replace, the common whole-school conventions.

There is no requirement to record verbal feedback using a code such as “VF”, or to add ticks or comments solely to demonstrate that work has been seen.

6. Literacy and subject-specific accuracy

All teachers contribute to pupils' literacy development, but correction should be focused and proportionate. Staff should prioritise:

- important subject-specific vocabulary;
- spelling pupils could reasonably be expected to know;
- errors that affect meaning;
- literacy features directly related to the intended learning; and
- recurring errors where correction is likely to improve future performance.

Staff should avoid covering pupils' work in corrections where this is likely to overwhelm the pupil or distract from the principal learning.

7. Feedback for pupils with additional needs

Feedback should be accessible to the pupil receiving it. Staff should use their knowledge of individual pupils to determine the most appropriate timing, language, method and level of support. This may be particularly important for pupils with SEND, SEMH needs, communication difficulties or pupils who are dysregulated.

Adaptation may include verbal rather than written feedback, visual prompts, modelling, breaking an improvement into manageable steps or supported practice. Adaptation should enable pupils to access and respond to feedback without unnecessarily reducing expectations for learning.

9. Quality assurance and responsibilities

Leaders will evaluate the effectiveness of feedback as part of the wider quality assurance of teaching, curriculum implementation, assessment and pupil outcomes. When reviewing pupils' work, leaders should consider a body of work over time and triangulate this with other evidence where appropriate.

Quality assurance should focus on whether staff identify important gaps and misconceptions, take appropriate action in response, give pupils opportunities to strengthen learning where appropriate, and secure increasingly successful subsequent work or assessment.

Quality assurance is not a marking-count exercise

Quality assurance will not be based upon the quantity of written marking, the number of teacher comments, the number of purple-pen responses or superficial compliance with presentation conventions.

Role	Responsibility
Teachers	Routinely check understanding, identify significant gaps or misconceptions, provide appropriate feedback and adapt subsequent teaching.
Supporting adults	Understand the intended learning, provide feedback in accordance with the teacher's direction and support pupils towards increasing independence.
Leaders	Ensure expectations are understood, support consistency, evaluate impact and avoid creating unnecessary workload or performative marking.

Related documents: Trust Teaching and Learning Approach; Trust Quality Assurance Guidance; Curriculum Policy; Assessment Policy; SEND Policy and SEND Information Report.