

Widely Court Primary School

Feedback and Marking Policy

“Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning.”

(Dylan Wiliam, Embedded Formative Assessment)



Policy reviewed:	September 2026
Date of next Review:	September 2027
Who reviewed this policy:	SLT

Introduction

Marking and Feedback should be both efficient and effective. Our marking and feedback policy is designed to help teachers manage their workload whilst also ensuring that children benefit and make progress as a result of sharp and precise marking and feedback. Children should have their core learning marked daily with more detailed written/verbal feedback shared in accordance with the learning taking place at the time. Foundation subject learning should be acknowledged and marked in detail when relevant to the learning taking place.

Purpose of feedback:

- ◆ To assess progress towards the learning objective.
- ◆ To identify and celebrate achievement.
- ◆ To indicate to children and parents that work has been read and valued.
- ◆ To highlight specific age-related skills which need attention, e.g. correct number formation, capital letters, overall presentation, keyword spelling.
- ◆ To identify the next steps for progress.

When we give feedback:

- ◆ With children, when the learning is in progress.
- ◆ Before the next lesson.

Who gives feedback:

- ◆ The teacher, including supply teachers/student teachers
- ◆ Higher Level Teaching Assistants
- ◆ Teaching Assistant
- ◆ Children, as appropriate, through recorded self-assessment and verbal peer-assessment

How feedback is given:

Verbal Feedback:

- ◆ Verbal feedback, when timed well, is crucial in determining the next step for a child in a positive and focussed way. This allows interaction between the child and teacher, at the moment that it is needed for the child to progress. Verbal feedback should be recorded on the children's work by using the agreed marking symbol **V** which may include a brief note next to the symbol to indicate what feedback was given.

Plenaries:

- ◆ Mini plenaries allow the children to reflect upon their work and make any necessary improvements within the lesson.
- ◆ Final plenaries allow the children to self/peer assess their work against the learning objective and steps to success, to make/plan any necessary improvements at the end of the lesson.

Written feedback:

- ◆ Adult feedback is written in green and pink pens. Handwriting for these comments should act as a model for the children and is joined where appropriate.

- ◆ Feedback is specific and will relate to the learning objective, steps to success or skill focus.
- ◆ In addition to the above, comments may also promote features such as presentation, punctuation, grammar and handwriting or may include praise and motivation.
- ◆ From Year 1, spelling mistakes related to key words and/or key vocabulary that have been identified in pink, should be written out 3x at the end of the piece of work and then corrected within the piece of work.
- ◆ The 'Think Pink Go Green' strategy is used as follows: where words, phrases and/or punctuation is identified/highlighted in pink or green.

'Think Pinks' require children to edit, correct or respond in blue pen. A pink dot, circle or comment is used to indicate an incorrect answer, misconception, challenge or next step. Children are given time to act upon suggestions and respond to feedback.

'Go Greens' identify, praise and celebrate the achievement of the learning objective or skill focus. A green tick or comment is used to indicate a correct answer.

Self and Peer Assessment:

- ◆ There are opportunities for self and peer assessment. Learning can be peer-assessed following the steps to success or success criteria. Children should be guided by the adult in the process of self-assessment/peer assessment.
- ◆ Orally asking and responding to questions, for example:
 - Which strategy was most useful?
 - Which resources are most helpful? Why?
 - What has helped you with your learning today?
 - Is there anything that might support your learning further?

Agreed feedback symbols:

- ◆ The feedback symbol poster is clearly displayed in the classroom.
- ◆ The nature of the work is recorded, whether independent  or guided . In EYFS all learning is guided unless marked as independent. From Y1 onwards, the majority of learning is independent unless marked as guided.
- ◆ Where an adult, other than the teacher, for example an HLTA or student teacher, has marked the learning, it should be indicated using the initials of the adult or the HLTA stamp.

Feedback Symbols from EYFS to Year 6

	Guided by an adult
	Correct work/answer
	Verbal feedback
	Incorrect/missing answer

	Empty circle = missing punctuation Circled punctuation mark = incorrect use of punctuation
x3	Correct the spelling x3 and correct the spelling within the work.
<i>initials</i>	If the work is marked by a TA, HLTA, student teacher or supply teacher, initials are written. HLTA stamp can also be used.

