

Feedback and Marking Policy

Academic Year 2026–27

A consistent approach across both schools to support high-quality teaching, responsive learning and pupil progress.

1. Purpose

This policy sets out a clear, consistent approach to feedback and marking so that all pupils receive high-quality, timely and meaningful feedback that helps them learn more, remember more and make progress.

2. Core Principles

- Feedback should be timely, specific and curriculum-aligned.
- Marking is only useful when it improves pupil learning.
- Feedback must be manageable for staff and meaningful for pupils.
- Feedback may be verbal, written, or through questioning, modelling and guided practice.
- Feedback should support pupil progress in knowledge, skills and memory.

Stamps, stickers and school reward systems may be used across all subjects as forms of positive praise.

Handwriting in written feedback

- **EYFS:** staff model the Little Wandle handwriting approach.
- **Key Stage 1:** staff model the Little Wandle handwriting approach.
- **Key Stage 2:** staff model the correct stage of Letter-join.
- Written feedback should reflect year-group expectations and the time of year, reinforcing consistency and high standards.

3. Federation-wide Expectation: Feedback Within the Lesson

Pupils' work should be checked and marked within the lesson wherever possible, enabling pupils to respond to feedback at the point of learning.

- Teachers actively check pupils' understanding and work as learning is taking place.
- Feedback identifies misconceptions, reinforces accurate learning and enables pupils to improve before the lesson ends.
- Feedback may be verbal, written, through questioning, modelling or guided practice.
- Marking within the lesson does not mean that every piece of work requires a written comment. The key expectation is that the teacher knows whether pupils have understood the intended learning and responds appropriately.
- Where a correction or improvement is required, pupils should normally complete this during the lesson in purple pen. Teachers check that the response is accurate before the pupil moves on.
- Where it is not reasonably possible for a pupil to respond within the lesson, feedback is followed up at the earliest appropriate opportunity, ideally on the same day.

4. Pen Protocols – All Written Feedback

Role	Pen colour	Additional information
Teachers	Red	
Teaching Assistants	Green	
Supply Teachers	Red	Mark with "supply" and initials
Supply Teaching Assistants	Green	Mark with "supply" and initials

This protocol applies to all written feedback in pupil books and on subject feedback sheets.

5. Writing: Feedback and Marking Expectations

5.1 Daily feedback in writing lessons

- Teachers provide live, verbal feedback during lessons to address misconceptions in real time.
- Written work should be checked and marked within the lesson wherever possible, with pupils responding at the point of learning.
- Marking is linked to the specific concept taught, for example fronted adverbials or superlatives.
- Teachers assess whether pupils:
 - have successfully applied the concept;
 - require a scaffold, prompt or verbal follow-up; or
 - have misunderstood and require modelling or same-day intervention.
- Marking may take the form of:
 - a brief written prompt;
 - a question directing the pupil back to the Knowledge Note; or
 - underlining or circling a precise word or phrase to revise.
- Teachers do not correct every error. Marking decisions should focus on:
 - statutory spellings or explicitly taught spelling patterns;
 - grammar relevant to the lesson's purpose, intended audience, or the age/stage of the child; and
 - persistent errors that impede clarity or fluency.
- Pupils are taught how to use feedback to improve their work and deepen their understanding.
- Pupils should act on feedback immediately during the lesson where possible. If this is not possible, time is planned at the earliest appropriate opportunity, ideally on the same day.

5.2 End-of-unit marking – final extended outcome

- Feedback focuses on the Ingredients for Success checklist.
- Each pupil's writing is assessed against the curriculum-aligned success criteria.
- Feedback identifies:
 - which ingredients have been secured;
 - which require further teaching; and
 - the next steps.
- This feedback is used to inform re-teaching during flexible content time, guide pupil editing and redrafting, and feed forward into Block B units.

5.3 Marking guidance

- Correct a maximum of 3–4 things per lesson so that feedback remains focused and pupils remain motivated.
- All corrections and editing are completed in purple pen.

5.4 Marking symbols

Symbol	Usage
O	Around missing punctuation, e.g. capital letters, full stops and commas.
sp	Next to a word that is spelt incorrectly. Focus on age-appropriate, statutory or taught spellings.
G	Next to a section that contains incorrect grammar.

Symbol	Usage
✓	Used to show correct learning, linked to success criteria or audience/purpose.
.	Dot next to anything that is incorrect.

6. Purple Pen Protocol – All Subjects

- Purple pen is the universal editing tool across the curriculum.
- Pupils use purple pen to respond to feedback, edit and revise their work, and make corrections in writing, mathematics and foundation subjects.
- This may include:
 - spelling corrections and grammatical revisions in English;
 - responses to misconceptions or reasoning extensions in mathematics; and
 - self- or peer-feedback actions in foundation subjects, for example improving vocabulary choices in geography or rewording explanations in science.
- Teachers model how to use purple pen effectively to make meaningful improvements.
- Pupils are taught to reflect on feedback and identify how it supports their progress.
- Pupils are taught metacognitive strategies to monitor, plan and evaluate their responses to feedback.
- All purple pen corrections must be checked by an adult. This may be a visual scan, a tick, or an initial if substantial feedback was given. Staff ensure corrections are accurate and reflect the intended improvement.

7. Feedback Sheets – All Subjects

- Each subject has its own feedback sheet aligned with the curriculum and pedagogical approach for that subject.
- The teacher and teaching assistant jointly complete the feedback sheet during the lesson.
- Feedback sheets support:
 - celebration slides, highlighting achievements and examples of excellence;
 - future planning, including connect slides, connect tasks and follow-up input; and
 - identification of pupils for praise, support, intervention or challenge.

8. Mathematics: Feedback and Marking Expectations

8.1 Live marking

- Teachers check and mark mathematics learning throughout the lesson, including fluency, reasoning and problem solving, so that errors and misconceptions are identified and addressed before they become embedded.
- Pupils respond to feedback during the lesson wherever possible, including correcting errors, refining methods and improving mathematical explanations.
- Errors are addressed promptly through:
 - verbal correction and modelling;
 - small-group re-teaching or guided practice; and
 - peer explanation and structured rehearsal.

8.2 Written marking

- Where misconceptions remain, written prompts may be added at the point of error.
- Teachers identify whether the fluency task has been mastered, prevent drift into independent reasoning until the pupil is ready, and next-day interventions are put into place when learning is not secured.

9. Foundation Subjects: Feedback and Marking Expectations

9.1 General principles – all foundation subjects

- Work and understanding should be checked during the lesson wherever possible. Feedback will often be verbal and delivered in the moment, with pupils responding straight away.
- Teachers check understanding through targeted questioning and retrieval tasks.
- Misconceptions are addressed during input or discussion.
- Written marking is used where it helps the pupil correct, improve or deepen the learning during the lesson.

9.2 Subjects with Learning Questions on Knowledge Notes – e.g. Science, History and Geography

- Titles are pre-printed on the Knowledge Notes; pupils need only record the date.
- Teachers review pupils' work during the lesson wherever possible, addressing misconceptions and enabling pupils to respond at the point of learning.
- What teachers notice during the lesson also informs subsequent teaching.

9.3 Other foundation subjects – e.g. Art, DT, RE, PSHE, Music and PE

- Pupils write the date and title, or use a printed version where appropriate to age/stage.
- Practical and skill-based lessons require in-the-moment checking and feedback. This will usually be verbal or demonstrated rather than written, with pupils applying the feedback immediately.
- Feedback may be given verbally during performance or production, based on direct observation and pupil response, and supported by teacher notes where needed for assessment.
- Feedback is used to adapt subsequent lessons and identify pupils requiring additional support or extension.

10. EYFS: Feedback and Marking Expectations

10.1 Purposeful learning and adaptive support

- Teachers plan purposeful learning experiences and share the learning intent through language and modelling.
- Success is modelled through examples, repetition and co-construction with children.
- Criteria for success are embedded in the language of the learning, rather than listed formally.
- Support is adapted responsively using adult guidance, modelling, prompts and scaffolds.
- Symbols or visuals are used in mathematics and writing to support understanding where appropriate.

10.2 Verbal feedback

- Verbal feedback is used across all subjects to provide immediate and meaningful support.
- Feedback is often discussion-based, allowing pupils to act on it within the moment.

10.3 Individual targets

- Each child has a personalised target to guide progress, known and used by the teacher.
- Targets are updated at least twice per half term to reflect progress.

10.4 Mathematics and writing corrections

- Pupils complete corrections with support.
- Basic skills in writing are addressed through targeted support and modelled improvement.

11. Monitoring and Evaluation

- SLT and subject leaders monitor marking and feedback through learning walks, book reviews and Pupil Book Study (PBS).
- Pupil Book Study includes:
 - asking pupils how feedback has helped them improve;
 - looking for evidence that misconceptions have been identified and corrected;
 - checking that pupils respond accurately to feedback; and
 - reviewing whether subsequent work shows that learning has improved.
- SLT monitors whole-school consistency. Subject leaders monitor subject-specific feedback practice and report on impact at termly review points.
- Monitoring focuses on:
 - whether teachers identify misconceptions quickly;

- whether pupils respond accurately and at the point of learning;
- whether subsequent work shows that misconceptions have been resolved; and
- whether expectations are consistent across subjects, classes and both schools.

Marking and feedback are effective when they improve learning: pupils know what to correct or improve, act on feedback promptly, and demonstrate greater accuracy, understanding, independence or fluency in subsequent work.