



West Witney Primary School and Nursery

Feedback and Marking Policy

Spring Term 2025

Headteacher: *Mr S Birnage*

Chair of Governors: *Dr K Stenson*

Review Date: Spring 2027

Rationale

Effective feedback is a key driver of pupil progress. Research, including findings from the Education Endowment Foundation (EEF) and the 'Mark Less, Mark Better' report, suggests that written marking is most effective when it moves learning forward. Feedback should be **meaningful, manageable, and motivating**, ensuring that both teachers and pupils engage with it effectively. Our approach to marking and feedback ensures that all responses from adults and pupils contribute to progress and deepen understanding.

The quantity of feedback should not be confused with the quality.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching. Fundamentally, marking should support children's progress.

Manageable: the time taken to mark is not the same as effective marking. Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Key Principles

- Feedback should move learning forward by addressing misconceptions, consolidating understanding, and providing challenge.
- A combination of adult, self, and peer marking is used to encourage reflection and independence.
- Live marking is encouraged, enabling immediate feedback and reducing the need for extensive written marking.
- The marking system should be consistent, clear, and purposeful.
- Marking should empower pupils to take ownership of their learning.

Marking and Feedback Expectations

Marking and feedback should take place at three levels:

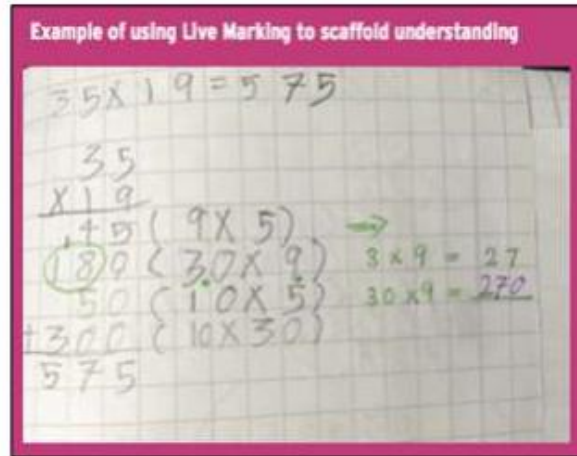
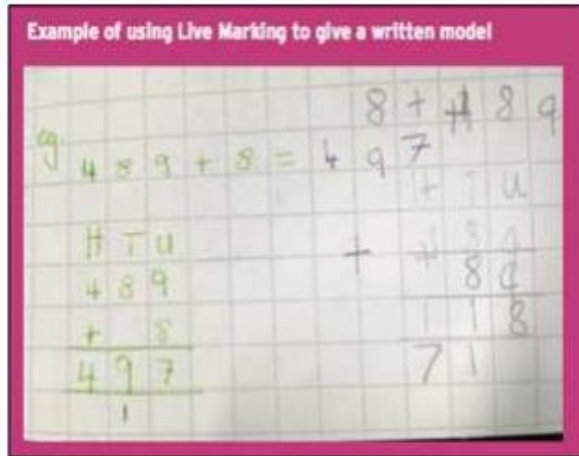
1. **Address misconceptions** – Identify and correct misunderstandings as soon as possible, ideally through live marking or verbal feedback. A post-teaching strategy maybe necessary, if the misconceptions are unaddressed or pronounced.
2. **Consolidate learning** – Provide opportunities for pupils to practise, apply, or improve upon their work in response to feedback.
3. **Challenge further** – Stretch pupils' thinking with probing questions or next steps that deepen understanding.

Feedback Approach

Types of Marking & Feedback

Live and Verbal Feedback

- Real-time feedback during lessons ensures misconceptions are addressed immediately.
- Teachers use questioning and discussion to deepen understanding.

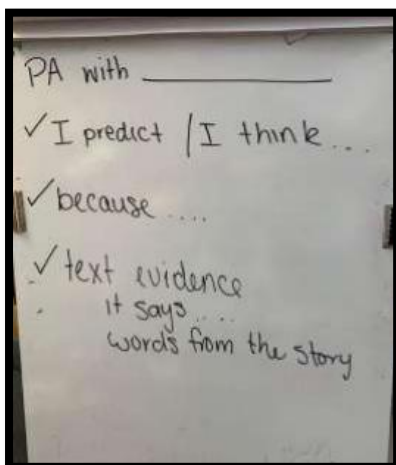


Written Marking (when necessary)

- Adults use **green pen** for concise, impactful feedback.
- Where written feedback is provided, it should be selective and actionable.
- Depth of Learning Statements (DoLS) should be ticked by either the teacher/ teaching assistant or the pupil to aid formative assessment.

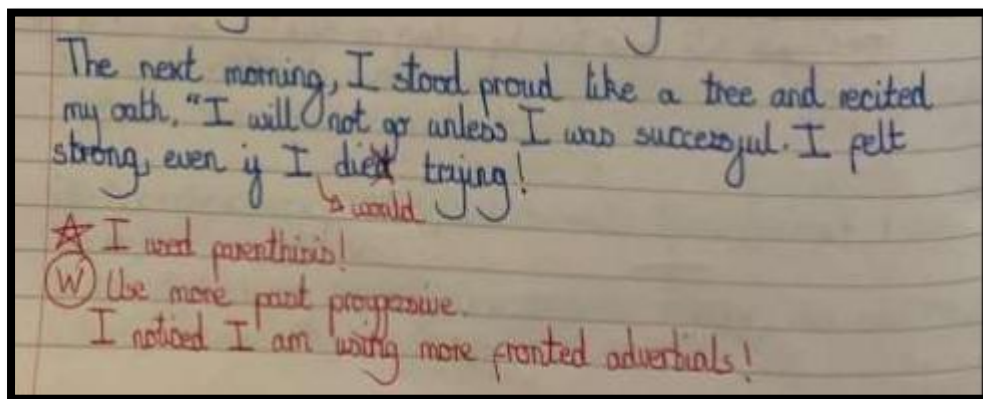
Pupil Engagement in Feedback

- **Pupils use purple pens** for self-marking, reflection, and responding to feedback.
- **Self and peer assessment** – Pupils should be trained to review their own and others' work critically, using purple pens to indicate edits, corrections, and improvements.

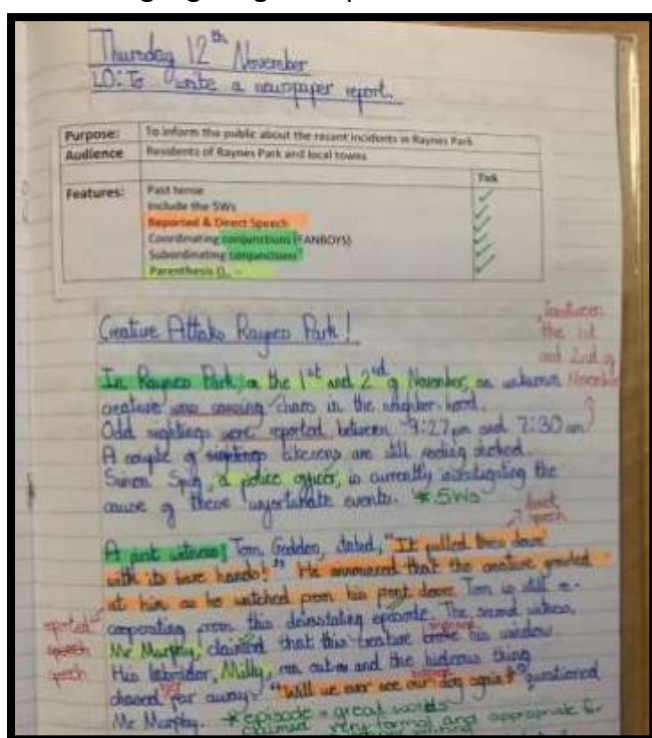


Scaffold self and peer assessment

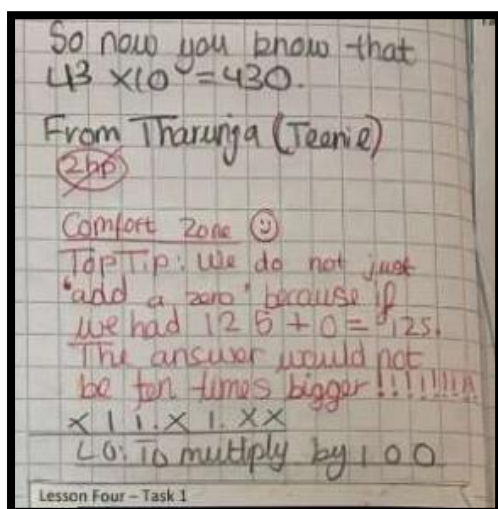
Star and a Wish (Based on Success Criteria)



Children highlighting examples of the Success Criteria in their writing:



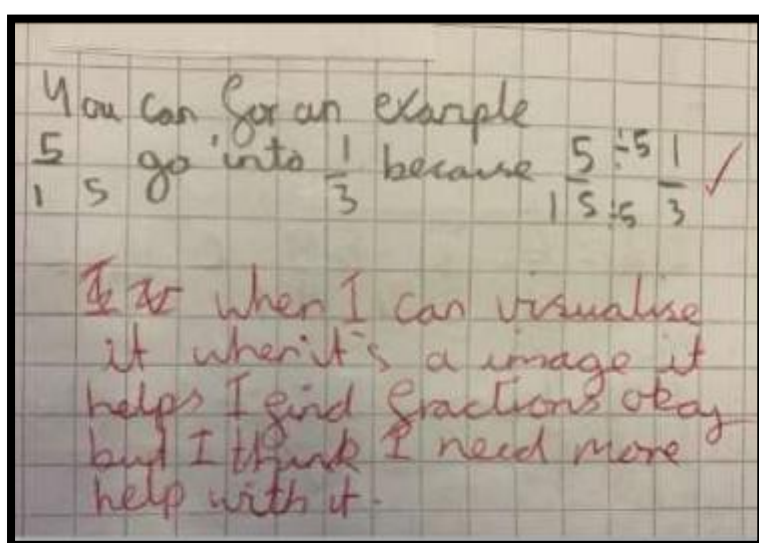
"Top Tip" strategy used in maths



Pre-prepared self-assessment by child of current objective with opportunity to show their own examples, express their confidence and attempt a challenge.

Objective:	Show me:	How confident do you feel?	Objective:	Show me:	How confident do you feel?
I can divide fractions by integers when the numerator is a multiple of the integer (divisor)			I can divide fractions by integers when the numerator is a multiple of the integer (divisor)	$\frac{4}{10} \div 2 = \frac{4}{20} = \frac{1}{5}$	$\frac{5}{5}$
I can divide fractions by integers when the numerator is <u>not</u> a multiple of the integer (divisor)			I can divide fractions by integers when the numerator is <u>not</u> a multiple of the integer (divisor)	$\frac{3}{4} \div 5 = \frac{3}{20}$	$\frac{5}{5}$
Challenge:			Challenge:	$\frac{6}{8} \div 5 = \frac{6}{40} \text{ or } \frac{3}{20}$	

Children write a reflection comment at the end of the lesson, and if unsure, we respond the following day with 1:1 support, or a group or whole class if needed.



- **Whole-class feedback** – Where appropriate, teachers can summarise key misconceptions and next steps rather than marking each book in depth.

23 rd November 2020 LO To write a diary in role		
WWW - Oliver commas in lots - Hierat coherent (Imon) - Stephanie content - Poppy adjectives - Thomas descriptive lang - Gabriel	Presentation joining in Thomas - too small Maddy Amber Finlay -	worried doubling final consonant burning bigger running Capital letters for proper nouns Oliver - capitals start of sentence + questions I not at end of sentence commas in lists leaves capital I
Success Criteria Time adverbs Expanded noun phrases Use of questions Past tense First person Write in the role of a character	D.I.R.T • Add in a Question • I saw, I saw and and • Expanded noun phrases	

Whole Class feedback

WWW

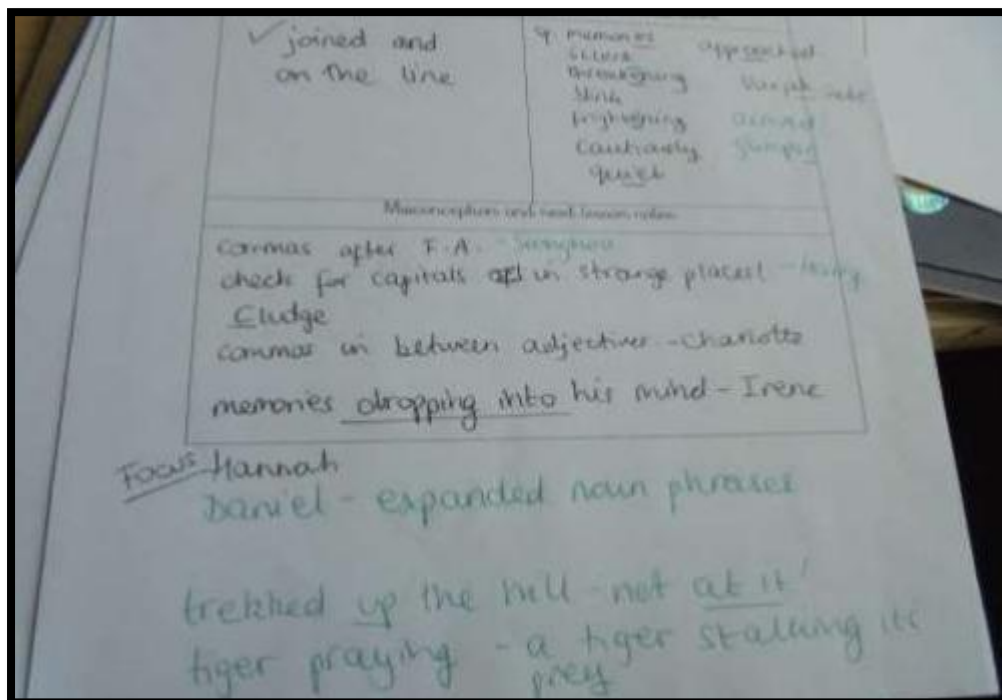
- Use of time adverbs
- Past tense
- First person
- In role of character

D.I.R.T

- ✓ Improve 3 expanded noun phrases
- ✓ Check for repetition of 'I' or using too many 'and'
- ✓ Add in a question at the end to get the reader thinking

Spellings

worried
bigger
running
Thames
people
burning



Irene and Harry used onomatopoeia to describe how the door opened. SLAM! Screech! Yena's work was great :)	All of you are joining and taking your presentation seriously. Well done!	Spellings to improve: memories silent threatening blink frightening cautiously quiet approached arrived glimpse Varjak	Make sure you: • use a comma after each fronted adverbial (Seonghoo) • use a comma in between adjectives (Charlotte) • use capital letters for names e.g. Cludge Check for sense: '...trekked up a hill', not 'at a hill' 'as quiet as a tiger praying' should be '... a tiger stalking its' prey' '... memories dropping into his mind'
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- A balance of self, peer, and teacher feedback is encouraged to develop independence and metacognitive thinking.

Reflective opportunities help pupils consolidate and extend their learning.

Marking Code & Colours

- **Green pen** – Used by adults for written feedback, corrections, and live marking.
- **Purple pen** – Used by pupils for self-marking, peer marking, and responding to feedback.
- **Depth of Learning Statements (DoLS)** – Used as an Assessment for Learning (AfL) tool, to be ticked by adults or pupils when evidenced in the work.

Marking Practices

- Not all work requires written marking—teachers use professional judgement to determine when feedback is most effective.

- Peer and self-assessment play a key role in developing metacognition and ownership of learning.
- Feedback should be focused on progress rather than presentation, reducing unnecessary written comments.
- Summative marking (e.g., ticks and scores) is minimised in favour of formative feedback that guides next steps.

Implementation and Monitoring

- Marking should be consistent across year groups and subjects. How do we get this? Do we need to be prescriptive? Do we want a marking code? (I think yes!)
- Senior leaders and subject leaders will periodically review books to ensure policy consistency and effectiveness.
- Teachers should use professional judgment to balance written and verbal feedback, ensuring workload is manageable while maintaining high impact.

By ensuring our feedback and marking practice is purposeful and evidence-informed, we empower pupils to take ownership of their learning while maintaining effective teacher workload management.

Kay Stage 1 Whole Class Feedback Example

<u>Date:</u> <u>LO :</u>		
<u>www</u>	<u>Presentation</u>	<u>SPaG</u>
<u>Success Criteria</u>		<u>D.I.R.T</u>

Key Stage 2 Whole Class Feedback Sheet

Lesson:

Date:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

