Feedback and Marking Policy



Reviewed by	SLT
This Review Date	October 2026
Next Review Due	October 2028
Approved Governing Body	November 2026

Our Ethos

At the Woolenwick Schools, we believe that marking is a vital assessment tool that provides a means of communicating information to children, parents and staff. Live marking is expected as it gives the opportunity to value a piece of learning, provide encouragement, inform the next steps in the child's learning and inform the teacher's planning to ensure that opportunities are offered for the child to meet the next steps in their learning. We give our children regular assessment feedback opportunities in all subjects to ensure children understand what it is that they need to do better and are challenged to be their best, enabling children to know exactly how they can improve and extend their learning.

Aims and objectives

The purpose of effective feedback is to:

- Encourage all children to make progress, whatever their starting point
- Enable children to celebrate success
- Support children in correcting misconceptions
- Inform future planning
- Provide challenge and extend learning

It should:

- Guide children to be ambitious in every task
- Relate to the learning objective and success criteria of the lesson
- Assess the learning of the children
- Be given both verbally and in written form (where appropriate), dealing with misconceptions and extending learning
- Develop children's ability to self-evaluate their learning and progress

EYFS and KS1

How we Mark

All adult directed learning must have:

- A clear learning objective written on it.
- An indication of whether the child has worked independently (I), or with support (S).
- If a child has worked in a group, the ratio should be noted, e.g. 1:6.
- A live comment acknowledging the learning – both celebratory and next steps (NS).
- Learning objective highlighted in green if they did not achieve the objective.
- Learning objective highlighted in pink if they did achieve the objective.
- LO cannot be mixed pink and green.

Early Years

- Verbal feedback.
- Focus on physical modelling.
- Active interactions during teaching.

Key Stage 1

- All marking is done in green pen. Green pen indicates 'live nudges.'
- If work is incomplete children should catch up during another time.
- Post-it notes should record comments from the child or significant observations whilst the child is learning/ during the input.
- Children's comments may be included, e.g. "Thomas said this was really difficult."

Maths

- All marking is done in green pen. Green pen indicates 'live nudges.'
- Comments should be linked to the learning intention for the lesson and presentation.
- If work is incomplete children will complete this at another time.
- Post-it notes should record comments from the child or significant observations whilst the child is learning/ during the input.
- Children's comments may be included, e.g. "Thomas said this was really difficult."
- Corrections – put a dot next to the incorrect answer so the child can have another go and put their new answer against the dot.

KS2

Marking for English and maths

- We use highlighters to show children whether they have achieved the learning objective of a lesson and the different parts of the success criteria.

Learning Objectives and Success Criteria stickers

- Individual SC to be highlighted pink if achieved and green if not achieved.
- LO to be highlighted pink if objective is met and at least 2 of the success criteria are met. Green if not met. LO cannot be mixed pink and green.
- Success Criteria is predominately skills based with a maximum of three success criteria statements to be recorded for each piece of learning. SC should be child friendly.
- A child might have achieved one of the success criteria listed which is therefore pink, but the other(s) might be green. However, one Success Criteria statement cannot be highlighted in both pink and green.
- Teacher Assessment decides if the Learning Objective has been achieved.
- If a child has received support in a lesson to achieve LO, this should be recorded with an "S" on the sticker with the ratio and initials of the adult (e.g. S 1:2 RP).
- If a child who is not usually independent, an "I" should be recorded on sticker.

Marking of learning

- Highlighting or pen within learning links directly to the Learning Objective and Success Criteria. Highlight/mark one example of where each SC is met. This can be indicated either in the margin or by the piece of learning.
- Pink highlighting or teacher pen is used to identify examples of where success criteria is met.
- Green pen can also be used within the learning where SC is met.
- Maths specific marking- ticks for correct, cross for incorrect.
- Spelling mistakes should be indicated (see spelling section)
- Next steps will be identified where appropriate in English and maths.

Marking for other subject areas.

We use an assessment system in other subjects (foundation) where children will be assessed in the lesson and recorded on assessment sheets (see Appendix 3). The only expectation within the books is that the LO sticker is highlighted in pink if achieved or green if not achieved. This is to be used to identify children who are showing signs of deeper understanding or not showing signs of understanding. This can then impact the next lesson to address individual or whole class misconceptions. This is a tool for teachers as well as subject co-ordinators. The assessment lead and curriculum leads monitor these.

Learning Objective/Learning question stickers

- Sticker only needs to have date and Learning Objective or Learning Question on.
- In Science, the sticker needs to have the date, LO, Scientific enquiry and key vocabulary.
- LO/LQ to be highlighted pink if objective is met. Green if not met. LO/LQ cannot be mixed pink and green.
- If a child has received support in a lesson to achieve LO/LQ, this should be recorded with an "S" on the sticker and initials of adult and ratio.
- If a child who is not usually independent, an "I" should be recorded on sticker.

Marking expectations for covered lessons

- Regular weekly cover for PPA should be marked by the teacher or HLTA covering the lesson. They should own this learning and assessment.
- Subject coordinator cover. This should be at the minimum have LO/LQ highlighted and have a "C" labelled on the sticker by the teacher/HLTA covering the lesson.
- Lessons covered by an external supply teacher should have minimum of LO sticker highlighted with a "C" labelled on the sticker.
- Ad hoc lessons covered by a TA/HLTA including where teacher is ill should have the LO sticker stamped with a "learning checked" and a "C" labelled on the sticker. Class teacher should provide time for the TA to be able to complete this.

Pupil Reflection in lessons

In lessons, corrections made by the pupil following feedback should be corrected in purple pen.

Editing and improving learning

Children should be given regular opportunities to edit and improve their writing using a purple pen. It could be as a result of feedback (group, individual or from an adult) or as part of the self-assessment process. Editing should be an ongoing process and something that the children are trained to do naturally as they reread/check their own learning. In maths, children should be given opportunities to review and correct their errors following feedback from the teacher either in lesson or at the start of the next lesson.

Identifying next steps:

In green pen, teachers should write comments about how the children could move their learning on. This is for English and maths learning when appropriate.

For example:

- Can you insert an adjective into this sentence?
- Write a further sentence which uses a co-ordinating conjunction.
- Correct your errors in your calculations.
- Try again- after teacher has modelled part of the calculation

Verbal Feedback

We believe that feedback can take place in different ways and is particularly effective when it can be provided within a lesson, in discussion with pupils. Therefore, verbal feedback and dialogue should be embedded within every session. Feedback has a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. This feedback could be in the form targeted questions, specific praise or the clarification of a misconception and can be identified with a written "VF" with a word indicating what was mentioned for reference.

Spelling support

Teachers will identify a maximum of 4 incorrectly spelt words in an English lesson.

When choosing which words to correct, the priority must be highlighting errors in:

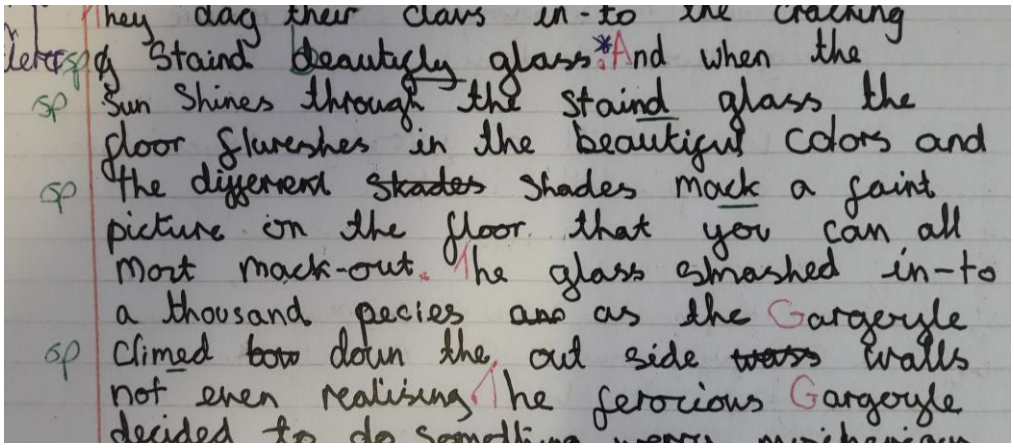
- words that the individual should be able to spell, such as a recent spelling pattern or a word which was on the teachers model
- common exception words (CEW)
- recurring mistakes (such as when)

The teacher (in green pen) will write 'sp' in the margin and the pupil is expected to correctly write this word during the lesson or at the start of the following lesson (time must be planned in to lessons for this). They could use learning walls, learning partners or dictionaries to support them with these corrections. Depending on the age and ability of the pupil, the word itself may be identified, or the line/paragraph the error is in.

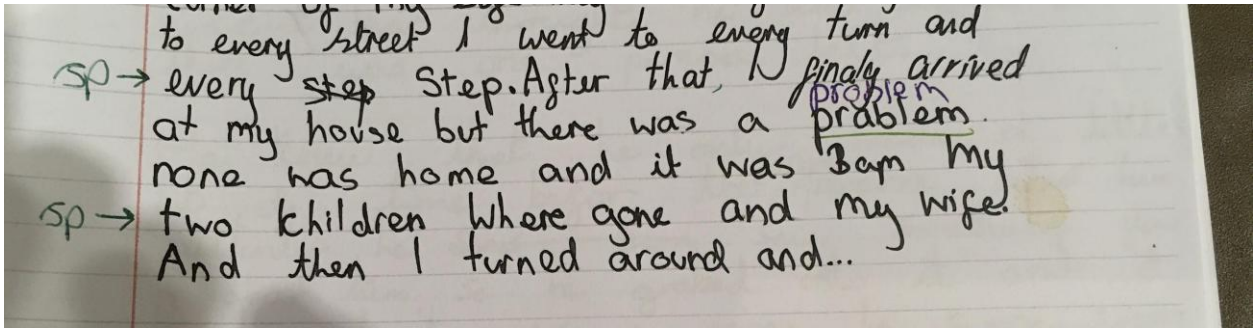
For those who need more precise direction, the incorrect grapheme will be underlined in green by the teacher to support their correction and recognise that there are parts of the word which have been spelt correctly.

Teachers will respond to mis-spelt subject specific vocabulary in all curriculum books in the same way; learning environments and learning walls will support this, with key vocabulary lists.

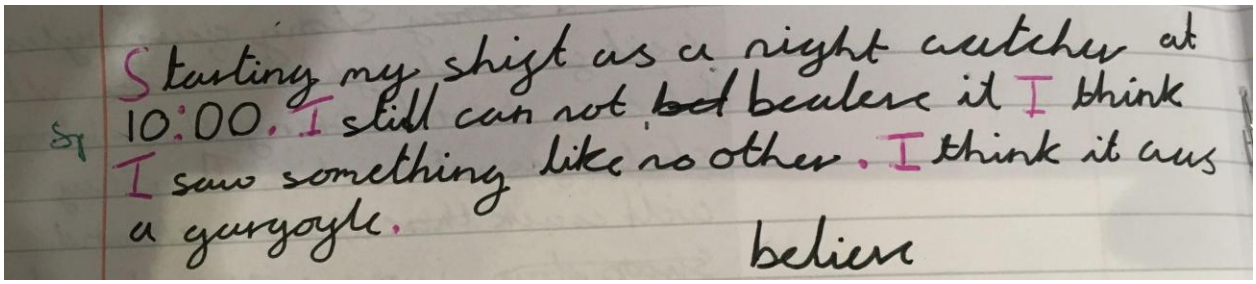
1. Identify incorrect graphemes:



2. Identify the line which has a spelling error



3. Identify the passage which has a spelling error

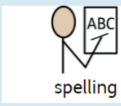
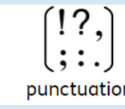
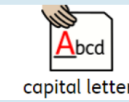
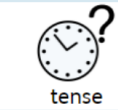
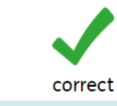


Appendix 1: Styles of Marking Frequency

Style of marking	Frequency
Learning Objective/Question highlighted pink or green.	All curriculum areas.
Learning Objective and Success Criteria highlighted pink or green as well as evidence within the learning indicated.	Daily in maths.
Learning Objective and Success Criteria highlighted as well as evidence within the learning, with spelling marking.	Daily in English.
Learning Objective and Success Criteria highlighted as well as evidence within the learning, with next steps indicated.	Where appropriate in English and maths.

Appendix 2: Marking code poster

Marking Code Poster

S 1:2 RP	 adult	Supported by an adult Ratio with initial of staff
C	 different adult	Lesson covered by another adult
I	 independent	Independent learning
NS	 next step	Next step
//	 new paragraph	New paragraph
SP	 spelling	Spelling error
P	 punctuation  capital letter	Punctuation error
T	 tense	Tense error
VF	 feedback	Verbal feedback- teacher has given you feedback and advice on your learning
✓	 correct	Correct
X	 incorrect	Incorrect

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Appendix 3: assessment sheets

Subject: **Assessment Sheet** **Year/class:** **Term:**

Learning objective/date taught	Misconceptions/what needs addressing next lesson?	Absent	Taught but not understood	Taught & signs of understanding	Taught & understood	Taught & signs of deeper understanding	Notes about the lesson
LO: **Date:** **Evidence:**					All children not named		
LO: **Date:** **Evidence:**					All children not named		
LO: **Date:** **Evidence:**					All children not named		
LO: **Date:** **Evidence:**					All children not named		
LO: **Date:** **Evidence:**					All children not named		
LO: **Date:** **Evidence:**					All children not named		