



Wawne Primary School

Marking and Feedback Policy

September 2025

Rationale

At Wawne Primary School, we recognise that effective feedback is a key driver of pupil progress and learning. Feedback should help pupils understand where they are in their learning, where they are going and how to get there. Our approach draws directly on the Education Endowment Fund's Principles for effective feedback ensuring that feedback is manageable, meaningful and motivating for both pupils and staff.

1. **Lay the foundations** - Build a supportive classroom environment where mistakes are seen as opportunities for learning.
2. **Delivered appropriately** - Be timely, specific and clear.
3. **Plan for impact** - Ensure pupils use feedback to improve their learning.

Our policy ensures that feedback is purposeful, reduces unnecessary workload and supports all pupils, including those with additional needs, to make progress.

Aims

Through our marking and feedback, we aim to:

- Provide clear guidance that moves learning forward.
- Develop pupil independence, self-regulation and resilience.
- Promote high standards of oracy, literacy and numeracy.
- Ensure feedback is manageable, meaningful and motivating for both pupils and staff.

Principles of Effective Feedback

Feedback at Wawne Primary School will:

- Be **specific and focused** on learning goals.
- Be **timely**, occurring as close to the point of teaching as possible.
- Be **actionable**, giving pupils a clear opportunity to respond.
- Be **proportionate**, avoiding excessive written marking.
- Be **inclusive**, enabling disadvantaged and SEND pupils to benefit equally.
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Types of Feedback

We use a balance of **immediate, summary and review feedback**:

A. Immediate (within the lesson)

- **Verbal feedback**: The most common form, focusing on misconceptions, praise and next steps.
- **Live marking**: Circulating and addressing errors in real time.
- **Peer and self-assessment**: Structured opportunities for pupils to check their own and each other's work.

B. Summary (at the end of the lesson/day)

- Whole-class feedback addressing common errors, misconceptions or successes.
- Use of visualisers, examples and model answers.

C. Review (after the work is completed)

- Brief written feedback where appropriate, focusing on misconceptions or next steps.
- Use of marking codes/symbols for efficiency.
- Opportunities for pupils to respond in the following lesson.

Expectations for Teachers

Teachers will:

- Give feedback that is **proportionate** to the task and learning objective.
- Prioritise **in-lesson feedback** over lengthy written comments.
- Plan lessons so that pupils have time to act on feedback.
- Use whole-class or group feedback where appropriate.
- Record assessment notes as needed to inform planning, not to evidence for external accountability.

Expectations for Pupils

Pupils will:

- Act on feedback during dedicated time.
- Develop independence in checking and improving their work.
- Engage in peer and self-assessment respectfully and constructively.
- Take responsibility for using feedback to improve future learning.

Subject-Specific Approaches

English (Writing): Feedback will focus on success criteria (vocabulary, sentence structure, grammar, punctuation). Teachers may use live editing and modelling.

Maths: Feedback will highlight misconceptions and provide opportunities for correction and practice.

Reading/Oracy: Feedback will emphasise clarity, accuracy and comprehension. Teachers may use oral rehearsal and modelling.

Monitoring and Evaluation

- Senior leaders will monitor the consistency and effectiveness of feedback through lesson visits, pupil voice and work sampling.
- The focus will be on **impact on learning** rather than volume of marking.
- Policy will be reviewed annually with staff and pupils.

Workload and Wellbeing

- Feedback strategies will be selected with regard for teacher workload.
- Extended written marking is not an expectation.
- Staff should prioritise **quality over quantity** in all feedback practices.

What marking and feedback looks like

- Teachers will mark in **purple pen**
- Children will respond in **blue pen or blue pencil**.
- If a member of staff has covered a class, then they will initial the page of work done and marked that lesson.
- Staff will use the agreed codes when marking and giving feedback to ensure consistency across the school and develop the children's understanding.
- Teachers must mark using the agreed handwriting scheme to model expectations to pupils.
- All classrooms will have a child-friendly copy of the marking codes visible to the children.

Marking Codes

VF	Verbal feedback given
Sp	Spelling error- written in the margin in line with where the spelling mistake has occurred.
○	Grammar or punctuation error- written in the margin in line with where the Grammar mistake has occurred.
//	New paragraph required
I	Independent work
S	Supported work- an adult has worked with you on this
Tick	Correct/I like this
Two ticks	I really like this
.	You have made a mistake (used sparingly and sensitively)
PM	Peer marked
CM	Class marked
SC	Self-corrected

Policy Summary for Pupils and Parents

- Teachers will not always write lengthy comments.
- Most feedback happens during lessons.
- Feedback helps pupils know what they did well and what to improve.
- Pupils will have regular chances to act on feedback.



Our Feedback Promise

How we help each other to learn at Wawne Primary School

👂 Why do we have feedback?

- To help you know what you did well.
- To show you what to do next.
- To help you get better every day.

How You Will Get Feedback?

👂 During lessons

- Your teacher will talk to you about your work.
- You might get tips straight away to help you improve.
- Sometimes you will check your own work or a friend's.

📅 After lessons

- The teacher might give short written notes, symbols or examples.
- We will spend time in the next lesson fixing and improving work.

What You Need to Do

- ✓ Listen carefully to feedback.
- ✓ Try out the advice straight away.
- ✓ Use "Response Time" to improve your work.
- ✓ Be kind and respectful when giving feedback to friends.

Remember!

- ✦ Feedback is not about being perfect - it's about making progress.
- ✦ Everyone makes mistakes - that's how we learn.
- ✦ Teachers and pupils work together to get better.



How will my work be marked?

Teachers will mark using a **purple** pen



Children will write in pencil or **black** pen



Editing & Improving/Response work in **blue** pen or pencil.

You will have time in lessons to look back at the last lesson and respond to the marking.

This will be called **Response Time**.



What codes will be on my work and what do they mean?

VF	Verbal feedback given- my teacher has spoken to me about my work.
sp	Spelling error- written in the margin on the same line as the mistake.
O	Grammar or punctuation error- written in the margin on the same line as the mistake.
//	I need to start a new line or paragraph here
I	I have work on my own to complete the task.
S	An adult helped me with my work
Tick	Correct or I like this
Two ticks	I really like this
.	I have made a mistake. Have a look at this again.
PM	My work was marked by a friend
CM	We marked our work together as a class.
SC	I found my own mistake and corrected it.