



**WARREN
WOOD**
PRIMARY SCHOOL

Marking and Feedback Policy

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Aims and Intent

Our marking and feedback policy is designed to:

1. Have a meaningful and positive impact on pupils' learning and progress.
2. Inform future planning and teaching, ensuring lessons build effectively on prior learning.
3. Identify and address misconceptions, ensuring all learners are appropriately supported and challenged.

This policy is underpinned by three core principles:

- Feedback should be timely, purposeful, and actionable.
- Feedback should foster pupil independence, enabling them to self-assess, reflect, and improve their work.
- Feedback should inform and enhance teaching, shaping responsive and effective future planning.

Implementation

Effective Feedback should:

1. Be delivered promptly, with children receiving feedback on every piece of work to quickly address misconceptions.
2. Encourage pupils to take ownership of their learning, fostering independence in reviewing and improving their work.
3. Provide clear, actionable next steps to guide pupils on how to improve their work.
4. Directly link to the learning objectives for each lesson.
5. Celebrate success, offering specific praise to show pupils their work is valued.
6. Support teachers in evaluating the effectiveness of teaching and informing planning and next steps in learning.
7. Serve as an ongoing tool for teacher assessment, helping to track progress over time.



Impact

Why We Mark Pupils' Work:

1. To monitor pupils' progress and diagnose areas of misunderstanding, ensuring teaching responds effectively to learning needs.
2. To provide constructive, individualised feedback that helps pupils identify their strengths and areas for development, and collaboratively discuss strategies to overcome challenges.
3. To celebrate pupils' achievements, fostering motivation, self-confidence, and pride in their work.
4. To ensure that work is completed to a high standard, promoting a culture of high expectations and excellence.

Types of Feedback

Verbal Feedback (VF)

- Verbal feedback is one of the most effective forms of feedback and should be frequent within lessons.
- It can take the form of questioning, live marking during the lesson, or focused learning time with individuals or groups.
- Live marking allows for immediate intervention and enables pupils to make rapid progress. This type of feedback is responsive and relies on ongoing assessment for learning (AfL).

Written Feedback

- Written feedback serves to check the effectiveness of the learning, deepen understanding, and provide challenge.
- This may include extension activities, prompts to revisit and improve work, or comments on photographs showing practical elements of the lesson.
- Written feedback can occur at any point in the lesson – it is not limited to the end.

Expectations

Self-Assessment

- All pupils will self-assess their learning in every lesson using a simple traffic light system:
 - **Green** – fully understood and made good progress.
 - **Amber/Yellow** – made progress but found elements challenging.
 - **Red** – found parts difficult and would like further support.



- Pupils will place the appropriate coloured dot next to their Learning Objective (L/O), which may be either handwritten by the pupil or pre-printed by the teacher.
- ✓ Teachers will review this self-assessment and, if they agree, will tick the coloured dot. This will be based on skimming and scanning work or on the teacher's knowledge of the pupil's performance during the lesson:
 - L/O – TBAT include paragraphs in my writing.
 - If there is a discrepancy between the pupil's self-assessment and the teacher's judgement — and no verbal feedback has yet been given — the teacher will record 'VF' next to the self-assessment dot to indicate that verbal feedback will be provided in the future. This feedback will be evident in subsequent work.
 - Alternatively, the teacher may provide a personalised written task to clarify understanding, extend learning, or address misconceptions.
 - Teachers retain the discretion to disagree with a pupil's 'green' self-assessment after reviewing the work.

EYFS Expectations

- Class teacher to tick the Learning Objective if they believe the child has understood the task.
- Dots to be introduced in Term 5 to prepare for Year 1.
- 'S' (supported) and 'I' (independent) to be marked on work to indicate where further support may be needed in future.
- All work to be checked by an adult.
- Verbal feedback and live marking to take place as much as possible to discuss new concepts with children and address misconceptions early.

Minimum Expectations

- Every child will receive written feedback **at least once a week** for English and Maths.
- Foundation subjects will receive written feedback **at least once per short term**.
- All recorded lessons will follow the self-assessment system.

Actioning Feedback

- Adult feedback must be actioned by pupils.
- Teachers will respond to all pupil comments with either a tick or further feedback, fostering dialogue around learning.



Specific Practices

- Staff will **only use a green pen** for providing written feedback and responding to pupil self-assessments.
- Pupils will **use a purple pen** to respond to feedback, improve their work, and reflect on their learning (e.g., through WWW/EBI – What Went Well / Even Better If).
- Peer assessment (PA) will also be completed in purple pen.

Marking Codes

Code Meaning

VF	Verbal Feedback
PA	Peer Assessment
PS	Peer Support
//	New Paragraph
I	Independent Work
S	Supported Work
Sp	Spelling Correction
P	Punctuation Improvement Needed

P.I.T. Stops (Pupil Improvement Time)

- At least once every two weeks, dedicated Pupil Improvement Time (P.I.T.) will be provided within lessons.
- This time allows pupils to action feedback, edit and improve their work, respond to teacher comments, and ensure their presentation meets high standards (e.g., underlining dates and learning objectives where necessary).



Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

