



Feedback and Marking Statement 2025 - 2027

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*Publication on website			
Alliance Schools Trust website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying	Approved by Local School Board.

At Watling Primary School, we recognise the importance of feedback as a valuable component of teaching & learning and the part it plays in enabling children to develop to their full potential and achieve ambitious learning goals.

We believe that the feedback process should be a positive experience, delivered in a supportive manner and adapted to the needs of each child.

Our approach to feedback (including assessment and marking) is woven into our learning culture to promote ownership and resilience so that children become independent and capable of leading their own learning.

IMPLEMENTATION

Our feedback and marking principles are underpinned by research-based evidence of best practice, including The Department for Education's research into teacher workload which highlighted written marking as a key contributing factor. We aim to provide effective feedback in line with the EEF's recommendations that marking should be *'meaningful, manageable and motivating'*. We believe that feedback should:

- further children's learning by assessing what has been learnt and understood and identifying next steps
- encourage and support effort so that children are brave in their endeavours to improve their learning
- encourage children to take ownership of developing and leading their learning
- provide specific guidance to pupils on how to improve
- make the most of opportunities for children to recognise the importance of learning from their mistakes
- only include written comments from the teacher where they are accessible to pupils according to age and ability
- never be used to provide additional evidence for internal or external verification

We adopt the 'FAST' approach to feedback (frequent, accurate, specific and timely). We aim for the majority of teacher feedback to take place as close as possible to the point of learning, when it is most likely to be effective in driving improvement and progress, especially for younger pupils. This is referred to as 'live marking'.

Live marking provides **real-time feedback** given to pupils during lessons, often while circulating the classroom. It can be **verbal, written, or a combination**, and is designed to:

- reduce teacher workload
- improve pupil outcomes
- encourage self-regulation and metacognition

We recognise that there are opportunities for feedback to take place at other stages in the learning process but have deliberately numbered these in order of effectiveness:

1. FAST feedback (including live marking) – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching

These practices can be seen in the following ways:

TYPE OF FEEDBACK	WHAT IT LOOKS LIKE
FAST	<ul style="list-style-type: none"> • gathering of information to provide immediate feedback from teaching and a response to it (verbal interactions with children, responses on mini-whiteboards, Connect 2 or 4 assessments, independent work including Aspire Higher challenges, etc.) • involves all adults in the room to provide support or further challenge, either verbally or written • includes 'on-the-spot' feedback, including highlighting or annotations in line with the marking code • REGULAR use of purple pen by children to make improvements or corrections to their own work • may involve peer involvement to provide further feedback
SUMMARY	<ul style="list-style-type: none"> • takes place within or at the end of a lesson or unit of work e.g. review of Wonder Wall overviews, end of unit mini assessments, etc. • often involves whole groups or classes • provides an opportunity for evaluation of learning in the lesson • may take the form of self or peer assessment against an agreed set of criteria • focuses on providing feedback for the teacher themselves to inform and adapt subsequent teaching • timetabled focused intervention teaching based on assessment • some evidence of self and peer assessment using purple pen

<p>REVIEW</p>	<ul style="list-style-type: none"> • takes place away from the point of teaching • provides an acknowledgement of work that has been completed • may involve written comments or annotations for pupils to read or respond to e.g. 1:1 or group time during morning work to address misconceptions from the previous day • provides teachers with opportunities for assessment of understanding • leads to adaptation of future lessons through planning, grouping or adaptation of tasks • may lead to targets being set for pupils' future consideration or immediate action
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MARKING APPROACHES

ALL pieces of work recorded in books should show evidence of the Feedback and Marking Guidelines being consistently implemented.

All written feedback must demonstrate the expected standard of Watling Primary School handwriting in order to maximise opportunities for modelling by adults.

All work will be acknowledged in some form by Class Teachers, HLTAs or any other member of staff delivering a lesson, in the following ways:

- Class Teachers will tick every piece of work to acknowledge it but **do not** need to initial the work
- any other member of staff covering a lesson will tick and initial every piece of work so that it is clear the lesson has been taught by someone other than the substantive Class Teacher

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. The marking code will be used where it can be understood by pupils. Where pupils are unable to read or understand such comments, these are shared verbally with children at the next appropriate opportunity.

If using review marking in Key Stage 2, written comments should ONLY be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session.

In the case of groups of pupils having a common need, it may be more appropriate for teachers to adjust planning or grouping rather than providing a written comment.

MARKING CODE

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. This is a particularly important aspect of 'on-the-spot' marking.

One way in which we achieve this is through implementation of our simple marking code, which combines the use of highlighting and symbols.

CODE	MEANING
green highlighting	<p>Examples of work which demonstrate that a pupil has met the success criteria towards the intended outcomes.</p> <p>Highlighting of the Aspire Higher number to show which of the steps have been achieved.</p> <p>The Learning Objective will ONLY be highlighted in green if a piece of work demonstrates SECURE understanding of the learning that has taken place.</p>
purple highlighter	<p>Basic aspects of work which you would expect an individual child to know appropriate to their level of attainment e.g. letter or number formation, incorrect or missing punctuation, letter needing capitalisation, poor word choice, specific error in calculation, etc.</p> <p>Purple highlighter will be used selectively to <u>underline</u> incorrect spellings, taking into account phonics knowledge, spelling patterns and next steps for the individual child.</p> <p>If necessary, the correct spelling will be given by the teacher.</p> <p>In Key Stage 1 and 2, pupils will be required to write out the correct spelling 3 times at the bottom of their work.</p> <p>Where purple highlighter is used by the teacher, children will be expected to respond by making improvements written in their own purple pen so that they are easily identifiable.</p>
/ in purple highlighter	new sentence needed here
// in purple highlighter	new paragraph needed here
^ in purple highlighter	missing word here
○ in purple highlighter	<p>In Literacy: missing punctuation to add/correct a capital letter, smaller circles for other missing punctuation including full stops, commas, etc.</p> <p>In maths: an error or miscalculation that can either be corrected by the teacher or by the child with a purple pen.</p> <p>In other subjects, any concept or knowledge that needs correcting.</p>
EYFS ONLY	Where purple highlighter has been used by staff to indicate where an improvement to work is needed, the response may be made by either the teacher or child.