



Woodloes Primary School

Marking and feedback Policy

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Introduction and Aims

Assessing pupils' learning and progress is a vital part of teachers' professional work. It should celebrate pupils' learning; recognise their achievements against the learning objective and identify and describe what pupils need to learn next or need to do to improve their work.

It is essential that our pupils play a key role in the assessment of their learning so that they can take responsibility for improving it. All pupils are entitled to regular and comprehensive feedback on their learning and assessment is far more effective in supporting learning when it is shared with the pupils and where they are encouraged to respond to marking.

Our feedback should:

- show that we value the work and encourage them to value it too
- celebrate success achieved by the child
- boost self-esteem and raise aspirations through praise and encouragement
- gauge the children's understanding and identify any misconceptions
- provide a basis for summative and formative assessment and inform individual tracking of progress
- give a clear general picture of how far pupils have come in their learning
- give clear next steps for their learning
- offer specific information on the extent to which they have met the learning objective
- show them how they can improve their work
- promote self-assessment, whereby the pupils recognise their learning challenges and accept guidance from others
- allow time for children to read, reflect and respond to any feedback given

Processes

Types of marking and feedback occur at Woodloes Primary School:

Summative feedback/marking

'Light' marking

This acknowledges and recognises understanding, progress and presentation of pupils' work using symbols agreed across both FS, KS1 and KS2 (Appendix 1). Home learning should also be light touch marking and if appropriate a short comment.

Formative feedback/marking

1. Verbal feedback

The most efficient feedback is verbal feedback given during the lesson. Wherever verbal feedback is given the acronym V or a visual pink highlight (Think Pink), will be recorded in the pupil's work. The V should be followed by a **brief** comment written by the teacher or child before they move on to the next pupil. This could just be a single word, phrase or bullet point list to serve as a reminder of the agreed next steps, enabling the pupil to continue their work with this in mind and therefore increasing the impact of the feedback.

We encourage teachers to feedback verbally during the lesson – allowing for immediate impact in pupils' work as they continue. Where verbal feedback during the session is not possible, children's work should be marked as soon as possible after completion and, whenever possible, with the child / children. This should always be in time for the next learning experience of this work.

2. Developmental marking (green pen)

This is where inclusive feedback on attainment and success are given as well as instruction on next steps.

3. Self-assessment using Purple Pen

Purple pens will be used by children after every lesson in order to assess their own learning. In Year 1, children will initially start by drawing a smiley/straight/sad face next to the Learning Objective to indicate how much they feel that they achieved that lesson. In Year 2 and across KS2, children will write a reflective self-evaluation based on their learning after each lesson. Any editing or responses to teacher marking will also be completed in purple pen.

The Woodloes Way

- Marking codes to be accessible to pupils in the learning environment.
- Feedback should be clear, concise and indicate precisely what the child needs to do to improve, and opportunities provided for children to do so.
- Feedback opportunities are planned and completed in a timely manner so impactful on teaching and learning.
- All marking to be clear, legible and completed in green pen.
- Use the LO as the title for the piece of work and mark against this.
- Be precise: give feedback about where they achieved the success and where they could improve against the LO.
- Ensure the LO for foundation subjects are specific and focused on knowledge.
- Children's responses to be in purple pen.
- Developmental marking for one piece of English, Mathematics and Science each week and ensure they are followed through in the next piece of marking. This can be handwritten or typed.
- Marking codes to be followed consistently and stamps to be used.
- Ensure that the symbols are discussed regularly with the children.

- Supply teachers to initial work marked.
- Reading domain stickers to be used for guided reading.

Monitoring and Review

The Headteacher, Deputy Head, Leadership Team and subject leaders are responsible for ensuring consistency across school and phases through:

- planning for developmental marking in English, Maths and Science each week
- half-termly book looks and evaluation
- pupil voice on the marking of their books

Appendices

1. EYFS/KS1 Marking codes
2. KS1/KS2 Marking codes

Appendix 1 EYFS/KS1

When your work is marked we will use these symbols.



Remember a full stop



Form your letters correctly



Use your phonic knowledge



Remember your punctuation






Finger spaces



Capital letters

Appendix 2 KS1/KS2

When your work is marked we will use these symbols.

<p>Children's self assessment</p> 	<p>How did I find my work today?</p> <p>KS1</p>
	<p>What have I learnt today?</p> <p>KS2</p>
AL	An adult has shown you how to do this and asked you to complete it.
I	You have worked independently.
S	An adult has helped you.
V	Verbal feedback.
✓	Your work is correct.
●	You made a mistake, try again.
└─┘	Next steps...
	<p>You've achieved your learning objective.</p> <p>You're working towards your learning objective.</p>