

Wootton St Andrew's Church of England (VA) Primary School

The Wootton Way: Journeying Together



Marking and Feedback Policy

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1. Vision and Aims

Our Vision

Rooted in the Wootton way, journeying together in the light of love, joy, courage and trust

Together we learn and shine as we discover new things and become the best we can be. With our families, church and community, we make our school a safe, happy and caring place where everyone is valued. Inspired by St Andrew, we strive to be a light for others, demonstrating kindness, resilience, bravery and hope, and helping to make the world a brighter place.

Aims of This Marking and Feedback Policy

All lessons, including the marking and feedback process, are an opportunity to journey ahead in our learning, improving knowledge, skills, and understanding. Through constructive feedback and reflection, pupils develop their confidence, resilience, and self-belief, guided by our Christian values of Love, Joy, Courage and Trust. Every piece of work is a chance to shine, grow, and take the next step on their learning journey.

Our marking and feedback practices supports this vision by:

- Providing timely, clear, and constructive feedback that helps pupils understand their learning and next steps.
- Embedding our core values — Love, Joy, Courage and Trust — in all feedback to nurture a positive, respectful, and motivational learning environment.
- Helping pupils understand learning intentions through “I can” statements attached to all dated work.
- Maintaining consistent high standards in presentation and feedback across subjects.
- Balancing impactful feedback with manageable teacher workload through purposeful marking, including live marking.
- Using formative assessment to identify knowledge gaps and misconceptions, adjusting teaching accordingly.

- Supporting pupils in developing self-regulation and monitoring their own learning over time.

2. Statutory/Non-Statutory Guidance and Evidence Base

This policy is informed by:

- Education Inspection Framework (EIF) (Ofsted, 2025)
- Education Endowment Foundation (EEF) *Teacher Feedback to Improve Pupil Learning* (2021) and related reports with six key recommendations.
- DfE Initial Teacher Training and Early Career Framework (2024)
- Keeping Children Safe in Education (KCSIE) (2024)
- SEND Code of Practice (2015)
- Maintained School Governance Guide (March 2024)
- Statutory Inspection of Anglican and Methodist Schools (SIAMS): This policy reflects how our Christian vision and values shape feedback to nurture pupils' spiritual, moral, social, and cultural development.
- Early Years Foundation Stage (EYFS) Framework: Feedback and assessment in EYFS are adapted to the developmental needs of young children, focusing on observation, communication, and early learning goals, with appropriate use of feedback and learning journeys.
- Wootton St Andrew's CE Primary School Vision and Values, November 2025

3. Marking in Practice (see appendix 3)

- All work is dated (long date in English, short date everything else) and, where possible, includes an "I can" statement outlining the learning intention.
- Teachers mark in both green and pink pens/highlighters.
 - Green tick, highlight or comment within the work: Aspect of learning achieved/evidenced.
 - Pink dot, highlight or comment within the work: Needs attention, improvement and follow up action.
- Success criteria are shared with pupils to clarify expectations and support self-assessment.
- Pupils write in pencil, blue pen or fountain pen. Pupils complete all edits, improvements and responses to feedback in purple pen so that progress and amendments are clearly visible – polish it with purple//purple for progress
- Overall summative assessment of a lesson/learning:
 - I can/title highlighted blue: Greater depth evident within the piece of work
 - I can/title highlighted green: Learning outcome achieved
 - I can/title highlighted orange: Learning outcome partially achieved (all work which is heavily adult supported is automatically highlighted in orange)
 - I can/title highlighted pink: Learning outcome not achieved

- Spelling and punctuation:
 - Up to 3 spelling errors per lesson circled in pink pen, focusing on common or topic-specific words.
 - Missing punctuation or grammatical errors circled in pink pen.
- Work heavily supported beyond prompts marked with an S in a circle
- Live marking will be used whenever possible which provides immediate, verbal feedback during lessons, reducing written workload.
- Formative assessment strategies include questioning, mini-whiteboards, and low-stakes quizzes to identify gaps and misconceptions.
- Feedback focuses on specific, actionable next steps linked to curriculum objectives and self-regulation.
- Pupils are given time and opportunity to respond to feedback, fostering self-assessment and reflection.
- When peer marking, this is to be done in a sharp, orange coloured crayon to distinguish between the child and the peer-markers work.

4. Types of Marking and Feedback

Marking and Feedback	What It Looks Like	Evidence
Immediate (Live Marking)	- During lessons with individuals, groups, or whole class. - Verbal feedback, questioning, whiteboards, verbal answers. - Immediate, actionable feedback that may redirect teaching or tasks.	- Learning walk observations. - Annotations in pupil work. - Use of the colour coded marking system during the lesson - Pupil verbal responses and corrections.
Responsive (Catch-Up Marking)	- After lessons, addressing gaps or misconceptions with individuals or groups. - Delivered verbally or with written prompts; can be TA-led with teacher guidance. - Pupils rehearse knowledge; responses recorded in books over time.	- Marked books with "I can" statements and success criteria. - Recorded catch-up interventions. - Highlighting and pupil purple pen responses.
Summary (Move Forward Marking)	- Review of all pupils' work at unit or lesson end. - Identifies class/group strengths and misconceptions. - Individual children given comments or next steps to move learning forward. - Informs planning, allocates time for editing or rehearsal. - May involve peer or TA support.	- Feedback summaries. - Planning adjustments. - Evidence of pupil edits and peer support.

5. Self-Assessment and Pupil Reflection

We value pupil reflection and encourage children to take responsibility for improving their work. However, we do **not** use self-assessment approaches such as smiley faces, traffic-light colours, or thumbs-up symbols in our books, as research shows these strategies:

- provide limited information about actual learning
- often reflect pupils' confidence or enjoyment, not understanding
- can become tokenistic or routine add-ons
- do not support teachers in identifying specific misconceptions
- add unnecessary workload without improving learning outcomes

This approach aligns with EEF guidance and current Ofsted expectations for meaningful, purposeful feedback.

Our Approach to Self-Assessment

Instead of symbolic systems, pupils use clear, purposeful strategies that help them understand their learning and next steps:

1. Success Criteria Checklists

Pupils reflect on the specific skills or knowledge used in the lesson and identify what they have achieved.

2. Purple Pen Responses

Pupils show improvements, corrections, or added detail using their purple pen (Polish it in Purple / Purple for Progress).

3. Guided Reflection Questions

Teachers use age-appropriate reflection prompts such as:

- *What did I do well today?*
- *What do I need to practise again?*
- *What part did I find tricky?*

4. Structured Peer Assessment

Pupils use supportive sentence stems and an orange pencil crayon to give simple, helpful feedback to their partner.

5. Verbal Self-Reflection

Especially in EYFS and KS1, children talk about their learning with a teacher or teaching assistant.

Our approach ensures that self-assessment is:

- Meaningful, not routine
- Specific, not symbolic
- Focused on learning, not mood
- Supportive of progress, not just feedback for its own sake
- Aligned with our values of Love, Joy, Courage, and Trust

6. Responsibilities

Pupils

- Read or listen to feedback and act upon it with a purple pen.
- Use improvement time effectively.
- Take pride in presentation.
- Ask for clarification when needed.

Teachers

- Consistently apply this policy's principles.
- Use assessment data to plan next learning steps.
- Provide pupils with opportunities to respond to feedback.
- Ensure feedback is meaningful, manageable, and motivating.

7. Embedding Core Values in Feedback Practice

Value	Practice and Feedback Examples
Love 	Feedback is kind, respectful, and affirms each pupil's dignity. Staff will: - Use warm, respectful language affirming effort and character. - Notice perseverance, kindness, collaboration. - Use gentle correction focusing on constructive phrasing. - Given with both verbal and physical praise (such as stickers/stamps) to raise self-esteem. - Ensure accessibility for SEND pupils. Values based comments showing love: "You showed real care with your presentation today.", "I can see how thoughtfully you approached this task."
Joy 	Celebrating progress and achievements to inspire happiness in learning. Staff will: - Highlight or tick any successes first - Create enjoyable feedback routines - Use stickers, stamps, certificates linked to values and the school's behaviour policy. - Share improvements widely across all children, not just top performers. Values based comments showing joy: "Wow, look how much your writing has improved!", "This is brilliant progress—well done!"
Courage	- Encouraging risk-taking, resilience, and learning from mistakes and praise brave attempts, even if incorrect. Staff will: - Encourage editing and responding to feedback; normalising mistakes. - Provide challenge questions that stretch without overwhelming. - Foster safe peer feedback routines. - Display and address misconceptions as growth examples.

Value	Practice and Feedback Examples
	Values based comments showing courage: “Great courage—you didn’t give up on this hard problem.”, “I’m proud of how you kept trying, even when it was tricky.”
	Building open, honest relationships where pupils feel safe to engage with feedback. Staff will: - Use self and peer-assessment to show trust in pupils’ judgement. - Give pupils choice in how to respond to feedback. - Maintain consistent, fair, supportive feedback routines. - Model honesty and encourage pupils to reflect - Encourage pupils to take responsibility for improving work. Values based comments showing trust: “I trust you to think about this sentence again—how can you make it clearer?”, “You made thoughtful choices in your edits—great self-reflection.”
	Encouraging pupils to recognise and share their unique strengths, talents, and positive qualities. - Notice and celebrate individual gifts—academic, creative, social, or personal. - Provide opportunities for pupils to showcase their strengths in lessons. - Give feedback that highlights what makes each pupil’s contribution special. - Encourage pupils to be confident in who they are and to use their abilities to help others. - Recognise moments when pupils uplift, encourage, or positively influence their peers. - Support pupils in setting personal goals that help their “light” grow brighter. Values based comments showing trust: “Your ideas really shone today—you brought something unique to the discussion.”, “You brightened our classroom today with your enthusiasm and kindness.”

8. Teacher CPD and Workload Considerations

Workload Considerations

- Live marking and formative assessment strategies are used to reduce the need for extensive written feedback, improving efficiency and impact.
- Codes, abbreviations, and highlighting systems are used consistently by all staff to streamline marking and avoid unnecessary written workload.
- Feedback focuses on key learning points linked to learning objectives and curriculum progression, avoiding over-marking.
- Teachers collaborate regularly to share effective strategies for marking, feedback, and assessment practice.

CPD Commitments

- Training on effective live marking and in-lesson feedback strategies to reduce after-school marking.

- CPD on formative assessment techniques, mini-assessments, and use of questioning to check understanding.
- Training on marking codes and colour systems, ensuring clarity and consistency across the school.
- SEND-focused CPD to ensure feedback is appropriate, accessible, and supportive for pupils with additional needs.
- Workload reduction training, including time-efficient feedback methods recommended by the EEF.
- Opportunities to observe best practice, including peer observations, coaching, and lesson study focused on feedback.
- Annual review sessions to reflect on the effectiveness of marking practices and adjust approaches based on evidence and staff feedback.
- Looking at AI to support with the marking of longer pieces of work, particularly in upper KS2

9. Monitoring arrangements

- The Headteacher and subject leads conduct regular book looks and learning walks.
- Whole school moderation across year groups and subjects to ensure consistency and shared standards in marking and feedback
- Pupil Voice
- Monitoring informs CPD and policy updates.
- Governors will complete marking and feedback learning walks and will receive annual reports on marking and feedback effectiveness.

This policy will be reviewed annually to ensure it remains effective, manageable, and aligned with the school values and statutory guidance.

10. Links with other policies

This policy should be read in conjunction with the following policies:

- **Teaching and Learning Policy** – Marking and feedback are central to how lessons are delivered and how teachers adapt teaching for pupil progression.
- **Assessment Policy** – Aligns expectations for formative, summative, diagnostic, and peer/self-assessment.
- **Curriculum Policy / Subject Policies** – Ensures consistent marking expectations across subjects (English, Maths, Science, etc.).
- **Religious Education (RE) Policy** – Ensures marking and feedback in RE are consistent, constructive, and values-driven.
- **SEND Policy (and SEND Information Report)** – Feedback is adapted and accessible for pupils with additional needs.
- **Behaviour / Positive Relationships Policy** – Links rewards, routines, and expectations for pride in work with classroom culture.
- **Staff Mental Health and Wellbeing Policy** – Ensures workload expectations (e.g., live marking, streamlined codes) are reasonable and manageable.
- **Early Years Foundation Stage (EYFS) Policy** – Observation-based assessment aligns with whole-school marking principles.

- **Safeguarding and Child Protection Policy** – Staff must act if a pupil's work reveals safeguarding concerns.
- **Equality and Inclusion Policy** – Ensures marking and feedback are fair and equitable for all pupils.
- **Home Learning / Homework Policy** – Feedback expectations for homework are consistent with in-class marking.
- **Staff Induction, ECT, and Professional Development Policy** – New staff receive training in marking and assessment procedures.
- **Leadership and Monitoring Policy** – Leaders monitor books, feedback, and assessment as part of teaching quality reviews.
- **Data Protection (GDPR) Policy** – Relevant when storing assessment information, tracking progress, or sharing data.
- **Christian Vision and Values Statement** – Feedback and marking reflect the school's values of Love, Joy, Courage, and Trust.
- **SIAMS Self-Evaluation and Church School Development Plan** – Shows how marking and assessment contribute to pupils' spiritual, moral, social, and cultural development and wider school improvement.

The Wootton Way: Journeying Together

Every lesson is a chance to journey ahead in our learning. Marking and feedback help us to grow, improve, and shine in everything we do, whether in our books or beyond!

The title or 'I can' from my lessons are highlighted. It means...

Blue	I have shown a strong understanding of the learning objective and elements of greater depth
Green	I have achieved the learning objective for this lesson
Orange	I'm nearly there! I just need a bit more practise with this learning
Pink	I found this tricky today, and I'll work on it again with an adult

Colours/Symbols in my Book Work

 =  Great is Green	 =  Think is Pink
 =  Polish it Purple/Perfect Purple	 =  A Friend Marked my Work
 = An adult helped me	

How do our school values show in my work and marking?

LOVE means caring about my learning and trying my best 	JOY means enjoying learning and celebrating progress 	COURAGE means having a go, even when something feels difficult 	TRUST means believing in myself and being responsible for my learning 
I show Love in my work when I: • Present my work neatly and with pride. • Show care by checking my work for spelling and punctuation. • Help others with kindness during peer feedback. • Use my purple progress and polishing pen to show I care about making my work even better.	I show Joy in my work when I: • Try my best, even when something is tricky. • Celebrate what I've done well. • Feel proud when I improve my work. • Show enthusiasm and a positive attitude in my work. • Enjoy sharing my learning with others.	I show Courage in my work when I: • Try something new or challenging. • Don't give up and show resilience when I make mistakes. • Read and respond to my teacher's suggestions by showing courage in polishing and improving my work. • Take risks in my ideas, vocabulary, or methods.	I show Trust in my work when I: • Check my work independently. • Use my teachers marking to see where I'm nearly there — and trust myself to improve. • Take responsibility to act on feedback without being reminded. • Use success criteria to help me judge how well I did.
 I have shown a positive strength, quality or talent in something!			

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Every lesson is a chance to journey ahead in our learning. Marking and feedback help us to grow, improve, and shine in everything we do, whether in our books or beyond!

My Title/Learning Objective

GREEN - I achieved well

BLUE - I showed greater depth

ORANGE - I'm nearly there

PINK - I found this tricky and I will try again with an adult

Colours/Symbols in my Book Work	
 =  Great is Green	 =  Think is Pink
 =  Polish it Purple/Perfect Purple	 =  A Friend Marked my Work
 = An adult helped me	

Our Values	
We care I show Love when I: • Try my best • Look after my work • Listen and improve • Help others kindly 	We enjoy learning I show Joy when I: • Have fun learning • Celebrate what I can do • Feel proud of my work • Share my learning 
We have a go I show Courage when I: • Try new things • Keep going when it's tricky • Fix my work bravely • Use big, brave ideas 	We believe in ourselves I show Trust when I: • Check my work • Use feedback to get better • Try without being reminded • Believe I can learn and grow 
 I have shown a positive strength, quality or talent in something!	