



# Waterhouses CE Primary Academy and Nursery

"Let your light shine"

"Make your light shine, so others will see the good you do and will praise your Father in heaven." Matt 5 v 16

## Marking and Feedback Policy 2025

At Waterhouses CE Primary Academy, we recognize that effective feedback is a powerful tool that enhances achievement in an educational setting. Our Marking and Feedback Policy has been developed by analysing research, trialling various methods, and discussing with pupils and parents. Our aim is to develop children's confidence to become successful lifelong learners in a rich and diverse society. The policy is regularly reviewed to ensure its effectiveness.

### Our Rationale

"Give pupils regular feedback, orally or through accurate marking, and encourage pupils to respond to the feedback." (Teachers' Standards- Updated 2021)

We recognise that feedback and marking are integral parts of the teaching and learning cycle and we aim to provide a consistent, valued and effective feedback between teachers and our pupils. Our policy includes a set of principles that evidence and research have found to be the most useful and successful. We have used evidence of best practice from the Education Endowment Foundation and other expert organisation to inform the principles that are located at the heart of our policy.

The Education Endowment Foundation research (2016) states that effective marking should be:

- **Meaningful** – feedback and marking should serve a single purpose – to advance pupil progress and outcomes.
- **Manageable** - marking should be proportionate. Feedback can take different forms, and this should be decided by the professional judgement of teachers.
- **Motivating** – marking should help to motivate pupils to progress.

### Our Policy Framework

Our policy is based on recommendations from the research and guidance provided in the EEF report, 'Teacher Feedback to Improve Pupil Learning' (2021).

The three core principles are:

#### **1. Lay the Foundations for Effective Feedback**

Teachers provide high-quality instruction at the beginning of every lesson, including the use of formative assessment strategies. Learning objectives are recorded, and formative assessment strategies are employed to set learning intentions (which feedback will aim toward) and assess learning gaps (which feedback will address).

## **2. Deliver Appropriately Timed Feedback Focused on Moving Learning Forward**

Teachers use their professional judgment to decide whether immediate or delayed feedback is appropriate, considering the nature of the task, the individual pupil, and the collective understanding of the class.

Feedback will target specific learning gaps and focus on moving learning forward, and may centre on:

- Task: Its outcome and how to improve when completing a similar task.
- Subject: The underlying processes within the subject.
- Self-Regulation Strategies: How pupils plan, monitor, and evaluate their work.

Feedback should not focus on a learner's personal characteristics, as this is less effective.

## **3. Plan for How Pupils Will Receive and Use Feedback**

Teachers will carefully plan how children will receive feedback, considering pupil motivation, self-confidence, and the capacity to manage the information. Teachers will allocate time during lessons for pupils to reflect on and use the feedback provided.

### **Strategies for Preparing Pupils to Receive Feedback:**

- Discuss the purpose of feedback in each class. Emphasize that feedback is aimed at improving learning outcomes, not criticism. Use mantras such as, "Mistakes are expected, inspected, and respected!"
- Model feedback usage between peers to create a positive culture of feedback that illustrates how pupils can improve.
- Provide clear, focused, and concise feedback that does not overwhelm pupils.
- Ensure all feedback supports future learning and is communicated verbally or in writing, with appropriate language and context. Teachers should ensure that their handwriting is cursive and legible (See Appendix 1).

## **Our Feedback and Marking Policy in Practice**

Based on EEF (2021) recommendations, the following methods for effective feedback have been incorporated:

## **4. Carefully Consider How to Use Purposeful and Time-Efficient Written Feedback 5. Carefully Consider How to Use Purposeful Verbal Feedback**

These methods were analysed and trailed in classes during 2023-24. This consultation with teaching staff has ensured a robust Marking and Feedback Policy that supports pupil learning effectively (See Appendix 1).

## Marking and Feedback in the Early Years Foundation Stage

In the EYFS, the marking of work is only a small part of the feedback role of the staff. With the practical nature of learning in the EYFS, the majority of feedback is given orally; where through carefully planned questioning children are given next steps to move their learning forward.

The purpose of feedback is to support learning, praise children's personal achievements and successes, and motivate pupils to gain a positive attitude to their learning.

Within the EYFS, there are numerous opportunities for effective marking and feedback eg: English books will have written annotations on pieces of work (both adult directed and child initiated) are done in **green pen**. Teachers will annotate if work is Independent (I) or Supported (S) and a note is made of how the child has been supported e.g: by the use of sound cards and key words.

Observations, which are photographic, or videos are recorded onto Tapestry our online learning journals. They identify the area of learning, what the child was doing or has said, sometimes a brief next step. These observations are dated and can be group or individual child observations.

Praise is recognised through the school's Dojo system, stickers and certificates to children.

As the children settle, into school-life, they are encouraged to give feedback – Children talk about their learning in our class floor books, which contain photographs of learning and children's comments via speech bubbles.

EYFS staff will discuss targets and children's next steps regularly and will ensure the provision responds to the children's needs.

Parents are encouraged to give feedback on observations that have been shared on Tapestry and are given the opportunity to share proud moments throughout the year.

Symbols used:

NS	Next steps
I	Independent
S	Supported
G	Guided

## Feedback and Marking Methods for Year 1 to Year 6

The teaching staff at Waterhouses CE Primary Academy have agreed on the following feedback and marking methods:

- **Immediate Feedback (Live Marking):** Feedback is given during the lesson, allowing pupils to edit and correct their work in real-time using a purple pen. This approach includes responsive teaching to address common misconceptions immediately (e.g., STOP! Re-teach/guide and continue).

- **Quick Marks:** All teaching staff will mark using a green pen to indicate good work, correct answers, and motivate further progress. Pupils respond using a purple pen (See Appendix 2).
- **Learning Objectives and Adapted Success Criteria:** Used at the teacher's discretion to ensure comprehension of learning objectives and criteria. Reviewed at the start and end of the lesson as a plenary (See Appendix 3).
- **Whole Class Feedback Booklets:** Used for core subjects within the curriculum at the teacher's discretion (See Appendix 4).
- **Self and Peer Assessment:** Pupils use purple pens to edit, self-correct, or peer mark, enabling them to address any misconceptions and mistakes.
- **Summary Feedback:** Given at the end of a lesson to consolidate learning and inform the planning of the next lesson.
- **Summative Feedback:** Issued at the beginning and end of a topic to highlight learning and progress made.

### **Rewards and Recognition**

To encourage and motivate pupils:

- **Dojo Points:** Awarded for completing tasks to the best of their ability.
- **Congratulations Notices:** Sent to parents to inform them of their children's successes and behaviour.
- **Celebration Certificates:** Awarded during Celebration Collective Worship.
- **Praise and Share:** Pupils are publicly praised and invited to share their work with the school. Teachers may use stamps and stickers at their discretion (See Appendix 4).

### **Expectations of Children's Work**

1. Most work should be completed in exercise books; use of worksheets should be minimal.
  2. Photographs should be used in exercise books to record core subject lessons as evidence of learning.
3. **Written Task Criteria:**
- All work should have a clear learning objective statement.
  - All work must be dated, short dates for maths, long dates for English and topic books (See Appendix 3).
  - Pupils should take pride in their work; teachers must model high standards.
  - Children should use rubbers carefully to maintain neatness.
  - Pencils are always used in maths books; pens may be used in English or topic books as agreed between pupil and teacher.
  - Additional paper should be neatly glued into books.
  - All handwriting must be neat; no scribbling or doodling is permitted.

#### **4. BIG Write Books:**







- All children will publish their English written work in their 'BIG Write Books'. These books will not be marked, as all marking is done in their English books, before the independent write.
- A positive comment will be made to encourage the child to progress in their next writing task.

#### **Monitoring and Review**

The Head Teacher and Senior Leadership Team, in consultation with members of staff and the Governing Body, will regularly review this policy and associated procedures to ensure continued effectiveness. The review will take place annually, with input from staff, pupils, and parents.



# TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

## Summary of recommendations

Principles		Methods		Implementation
1	<p>Lay the foundations for effective feedback</p>  <ul style="list-style-type: none"> <li>Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.</li> <li>High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).</li> </ul>			
2	<p>Deliver appropriately timed feedback that focuses on moving learning forward</p>  <ul style="list-style-type: none"> <li>There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.</li> <li>Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.</li> <li>Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.</li> </ul>			
3	<p>Plan for how pupils will receive and use feedback</p>  <ul style="list-style-type: none"> <li>Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.</li> <li>Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</li> </ul>			
4	<p>Carefully consider how to use purposeful, and time-efficient, written feedback</p>  <ul style="list-style-type: none"> <li>Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.</li> <li>The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.</li> <li>Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.</li> </ul>			
5	<p>Carefully consider how to use purposeful verbal feedback</p>  <ul style="list-style-type: none"> <li>Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.</li> <li>However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.</li> </ul>			
6	<p>Design a school feedback policy that prioritises and exemplifies the principles of effective feedback</p>  <ul style="list-style-type: none"> <li>Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.</li> <li>Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.</li> </ul>			

## Appendix 2

### Quick Marks

Marking Code	Explanation
	<b>All feedback from teachers to be in green pen</b>
✓	Learning objective has been achieved
A	Capital Letter error
Sp	Teacher to model the correct spelling and pupil to write the correct spelling three times in purple pen
^	Missing word
?	Underline the unclear handwriting / meaning
//	Start a new paragraph here
• !, ? " " ; ( ) --	Add punctuation
	Finger Space required
	Reread and check your work
✓	Correct answer - maths
•	Full Stop error - maths
S	Supported – some support given
G	Guided – heavily modelled and guided with support from an adult

Children's Feedback	Explanation
	<b>All feedback from children to be in purple pen</b>
😊	I feel confident and believe I have achieved the learning objective
😞	I do not feel confident and believe I have not achieved the learning objective

A copy of these codes is to be included to the inside cover of the English books and displayed within the classroom.





## Appendix 3





Purpose of lesson criteria:



- To inform the pupils of the lessons' learning objective
- To provide an adaptive success criteria for differing year groups
- Self-assessment from the pupil as to the work that they have completed

- Teacher assessment to confirm the work that the pupil has completed in line with age related expectations
- Comments allow space for positive feedback from teacher and child to enable children to give feedback from the lesson, regarding their confidence



<p>Waterhouses CE Primary Academy and Nursery</p>  <p>Otters</p>	<p><b>English</b>  <b>Text:</b>  <b>Purpose:</b>  <b>Date:</b>  <b>LO:</b></p>	<p><b>Comments:</b></p>
<p><b>Success Criteria :</b></p>		<p><b>Teacher</b></p>
<p><b>Must:</b> All children to identify aurally</p>		
<p><b>Should:</b> All children to identify visually</p>		
 <p>Say it</p>	 <p>Use finger spaces</p>	<p>A</p> <p>Use capital letters</p>
<p>•</p> <p>Use punctuation</p>		 <p>Read it</p>

<p>Waterhouses CE Primary Academy and Nursery</p>  <p>Penguins</p>	<p><b>English</b>  <b>Text:</b>  <b>Purpose:</b>  <b>Date:</b>  <b>LO:</b></p>	<p><b>Comments:</b></p>	
<p><b>Success Criteria :</b></p>		<p><b>Me</b></p>	<p><b>Teacher</b></p>
<p><b>Must:</b></p>			
<p><b>Should:</b></p>			
<p><b>Could:</b></p>			
 <p>Say it</p>	 <p>Use finger spaces</p>	<p>A</p> <p>Use capital letters</p>	<p>•</p> <p>Use punctuation</p>
 <p>Read it</p>			

<p>Waterhouses CE Primary Academy and Nursery</p>  <p>White Tigers</p>	<p><b>English</b>  <b>Text:</b> Focus text to support writing  <b>Purpose:</b> To entertain, inform, persuade or discuss so that...  <b>Date:</b> Day, date, month, year  <b>LO:</b> A brief statement of what the children have achieved / learnt by the end of the lesson</p>	<p><b>Comments:</b>  Teacher and child</p>	
<p><b>Success Criteria :</b></p>		<p><b>Me</b></p>	<p><b>Teacher</b></p>
<p><b>Must:</b> All children to complete – Year 4,5,and 6</p>			
<p><b>Should:</b> Year 4 to attempt. Year 5 and 6 to complete</p>			
<p><b>Could:</b> Year 5 to attempt. Year 6 to complete</p>			
<p> : Year 6 to complete</p>			

## Appendix 4

<b><u>Whole Class Feedback Sheet</u></b>	
<b>Date:</b>	<b>Lesson:</b>
<b>Work to Praise and Share:</b> (Include dojos, certificates, presentation of work to others)	<b>Needs Further Support</b>
<b>Key Vocabulary to Learn:</b>	<b>Basic Skills Errors:</b> (in spelling, punctuation and grammar)
<b>Common Misconceptions and Next Lesson Notes:</b>	

**September 2025**

To be reviewed in September 2026