



Wittersham Church of England Primary School Feedback and Marking Policy

We strive to support all members of our community to feel valued, nurtured and empowered as they embark upon their journey to become the very best that God intended. Throughout their voyage of discovery with us, we ensure all children are provided with a rich curriculum, experiences which promote courage and a strong moral purpose underpinned by our Christian values; preparing them to become compassionate citizens within our rural community and the wider world.

Revision History

Version	Date	By	Description
Version 1	January 2024	G.Hawkins	Update and refine symbols

'On a voyage of discovery; learning and growing together in the light of God.'

Version 2	January 2025	Stella Coulson	Policy update and new vision included.
Version 3	January 2026	Lynsey Scott	Reviewed – no changes made

At Wittersham Church of England Primary School, we recognise the vital role that feedback plays in the teaching and learning cycle. Our approach aims to maximise the effectiveness of feedback in practice while remaining mindful of the workload implications of written marking. This policy is underpinned by best practices outlined by the Education Endowment Foundation (EEF) and the National Centre for Excellence in Teaching Mathematics (NCETM), emphasizing that the most significant activity for teachers is the teaching itself, supported by effective lesson design and preparation.

Research-Informed Feedback Practices

According to the EEF, effective feedback should:

- Redirect or focus either the teacher’s or learner’s actions to achieve a goal.
- Be specific, accurate, and clear.
- Encourage and support further effort.
- Be given sparingly, ensuring it remains meaningful.
- Put the onus on pupils to correct their own mistakes, rather than providing the correct answers for them.
- Alert the teacher to misconceptions, enabling these to be addressed in subsequent lessons.

Key Principles of Feedback at Wittersham Church of England Primary School

Our feedback policy is guided by the following core principles:

1. Enhancing Learning
 - The sole focus of feedback is to enhance and further children’s learning, promoting greater progress and deeper understanding.
2. Timeliness and Relevance
 - Feedback delivered closest to the point of action is most effective. Feedback given during lessons is generally more impactful than comments provided at a later time.
3. Variety in Feedback Forms
 - Feedback is not limited to written comments. It includes verbal feedback, peer and self-assessment, questioning, and practical demonstrations as

‘On a voyage of discovery; learning and growing together in the light of God.

part of classroom assessment processes.

4. Alignment with Assessment Processes

- Feedback is integrated into the school's wider assessment processes. These processes aim to provide an appropriate level of challenge for pupils, enabling them to make consistent and meaningful progress.

5. Reviewing Work Promptly

- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity. This ensures that feedback informs future planning and teaching, enabling a responsive approach to learning.

By embedding these principles, Wittersham strives to deliver feedback that is meaningful, purposeful, and impactful while reducing unnecessary workload for teachers.

Feedback and Marking in Practice

At Wittersham Church of England Primary School, we understand the importance of evaluating pupils' learning during and after lessons. This evaluation informs teaching and ensures that learning is tailored to meet pupils' needs. Feedback is an essential part of this process and occurs at three common stages in the learning cycle:

1. **Immediate Feedback** – Delivered at the point of teaching:

- Immediate feedback occurs during lessons, enabling teachers to address misconceptions, provide guidance, and support pupils in real time.
- This form of feedback is particularly effective for younger pupils, who benefit from instant clarification and encouragement.

2. **Summary Feedback** – Provided at the end of a lesson or task:

- Summary feedback helps consolidate learning by highlighting successes and areas for improvement.
- This stage often includes whole-class feedback, group discussions, or a plenary session to reflect on the lesson's objectives.

3. **Review Feedback** – Given away from the point of teaching:

- Review feedback typically involves more detailed evaluation, including written comments.
- The primary focus is on informing future teaching and planning rather than addressing all individual errors in detail.

Prioritising Feedback Stages

These stages are intentionally listed in order of priority, emphasizing that feedback provided closest to the point of teaching is the most effective in driving progress. At

'On a voyage of discovery; learning and growing together in the light of God.'

Wittersham, significant emphasis is placed on **immediate feedback**, as it directly impacts learning in the moment.

When feedback is based on the review of completed work, the emphasis shifts to providing information that enables teachers to adapt future lessons to meet pupils' needs effectively.

Professional Judgement in Feedback

At Wittersham, we trust our teachers to use their professional expertise to determine the most appropriate type of feedback for each pupil. This individualized approach ensures that feedback is meaningful and supports progress for all learners.

Feedback Practices at Wittersham

In practice, the following feedback strategies may be observed:

- **Verbal Feedback:** Real-time discussions with pupils to clarify understanding, provide praise, and guide improvements.
- **Peer and Self-Assessment:** Encouraging pupils to reflect on their own work or that of their peers, fostering critical thinking and ownership of learning.
- **Whole-Class Feedback:** Addressing common misconceptions or successes observed in pupils' work to guide the entire class.
- **Written Comments:** Used sparingly, with a focus on actionable next steps for pupils or insights to inform the teacher's planning.
- **Use of Visuals or Symbols:** Employing stamps, ticks, or color-coded highlights to indicate areas of strength and improvement.

Through these practices, feedback at Wittersham is designed to be purposeful, impactful, and supportive of both pupils' learning and teachers' workload.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> · Includes teacher gathering feedback from teaching, including mini-whiteboards, bookwork, etc. · Takes place in lessons with individuals or small groups. · Often given verbally to pupils for immediate action · May involve the use of a teaching assistant to provide support or further challenge. · May re-direct the focus of the teaching or the task · May include highlighting or annotations according to the marking code. 	<ul style="list-style-type: none"> · Lesson observations/learning walks · Some evidence of annotations or use of marking code

Compassion

Courage

Cooperation

Summary	<ul style="list-style-type: none">· Takes place at the end of a lesson or activity· Often involves whole groups or classes· May take the form of self or peer assessment against an agreed set of criteria· In some cases, this may guide a teacher's further use of review feedback, focusing on areas of need	<ul style="list-style-type: none">· Lesson observations/learning walks· Some evidence of self and peer-assessment· May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none">· Takes place away from the point of teaching· May involve written comments or annotations for pupils to read or respond to· Provides teachers with opportunities for assessment of understanding· Leads to the adaptation of future lessons through planning, grouping, or adaptation of tasks· May lead to targets being set for pupils' immediate action or future attention	<ul style="list-style-type: none">· Acknowledgement of learning completed· Written comments and appropriate responses/action· Adaptations to teaching sequences when compared to planning· Use of annotations to indicate future groupings on planning documents· May be seen via the use of 'Whole Class

		Feedback Sheets'
--	--	------------------

Marking Approaches & Written Feedback

At Wittersham Church of England Primary School, we aim to ensure that all learning is acknowledged in a way that is meaningful, consistent, and accessible to pupils. Marking and feedback are an essential part of our teaching and learning process, designed to support progress and inform future learning.

General Principles

- All learning is acknowledged by class teachers using simple symbols, praise, or annotations according to the marking code.
- **Green pen** is used for marking to ensure clarity and differentiation from pupils' work.
- All learning is assumed to be independent unless annotated otherwise. Where support has been provided by a teacher or teaching assistant, this is noted with **CT Support** or **TA Support**, along with the ratio (e.g., TA Support 1:4 or CT Support 1:1).
- In the EYFS, independent work is annotated with '**T**' for assessment purposes.

Written Comments

- Written comments, where used, are brief, legible, and accessible to pupils. Comments should:
 - Be understood by pupils.
 - Clearly guide pupils on what to do next to improve their learning.
- Pupils are given time during lessons to respond to written feedback in their books.

Self and Peer Marking

- Pupils may engage in self or peer marking, using **pink pen** or pencil, where appropriate.
- This practice encourages reflection and ownership of learning.

Marking Code and Symbols

- The school's marking code and editing key are used consistently across all classes
'On a voyage of discovery; learning and growing together in the light of God.'

(see appendix for details).

- Marking in writing follows shared principles but adapts to the developmental stage of each child.

Marking Practices by Key Stage

Foundation Stage and Key Stage 1

- Review marking leads to written comments only for pupils who can independently read and respond to them.
- Where written comments are not suitable, feedback is delivered verbally at the next available opportunity.
- The marking code may be used where understood by pupils, and teachers may annotate work to identify the next steps.

Key Stage 2

- Written comments are used only where meaningful guidance is needed, and verbal feedback has not already been provided.
- For groups of pupils with a common need, adjustments to planning or grouping are preferred over individual written comments. This is often supported by the use of a **Whole Class Feedback Sheet** (see example in the appendix).
- Where a pupil has achieved the intended outcome and is ready for the next stage of learning, additional annotations are not required.

Specific Marking Guidelines for Written Work

1. Spelling Corrections:

- A maximum of three or four spelling errors are corrected, focusing on words pupils should know from their phonics or spelling program.
- Errors are highlighted or underlined, with 'sp' noted in the margin.
- Pupils are encouraged to correct misspellings independently, but teachers may write the correct word if the first three letters are incorrect.
- Corrected spellings are rewritten by pupils **three times**, either in the margin or at the bottom of the page.

2. Punctuation and Grammar:

- Not all punctuation or grammar errors are corrected in every piece of work.

'On a voyage of discovery; learning and growing together in the light of God.'

Instead, these are noted as future teaching points.

3. Next Steps:

- Where verbal feedback has not been provided, the teacher may include a **next step** in writing.
- The next steps are skill-based or text-specific features pupils need to include in future writing.
- Comments may include **modelled examples** to guide pupils.
- Teachers ensure that subsequent tasks provide pupils with opportunities to apply the skills or knowledge highlighted in their next steps.

Feedback and Marking in Mathematics

At Wittersham Church of England Primary School, we are guided by the advice outlined in the **NCETM's publication: 'Marking and Evidence Guidance for Primary Mathematics Teaching'**. This guidance emphasizes that marking and evidence strategies should be efficient, avoiding unnecessary workload for teachers and allowing more time to be devoted to lesson design and preparation.

Key Principles in Mathematics Marking

It is essential for teachers to differentiate between a pupil's **simple slips** and errors that reveal a **lack of understanding**:

1. Addressing Slips:

- A **dot** will be used to indicate a mistake or slip in calculations or reasoning.
- Pupils will be encouraged to review their mistakes and make corrections.
- Corrections, along with model examples of how to work out the problem, should be recorded alongside the original mistake.
- Pupils are not permitted to erase their original work; this ensures both the process and corrections remain visible for learning purposes.

2. Addressing Errors That Reflect Misunderstanding:

- If errors indicate a lack of conceptual understanding, teachers may take alternative approaches:
 - **Small Group or Individual Intervention:** For a small number of pupils, teachers may provide same-day intervention to address misconceptions immediately.
 - **Whole-Class Address:** For a significant number of pupils, the errors will be

'On a voyage of discovery; learning and growing together in the light of God.'

revisited and addressed as part of the next lesson.

3. Encouraging Pupil Ownership of Learning:

- Pupils are encouraged to take responsibility for marking their own work as a way of reflecting on their understanding.
- Using a **pink pen** or pencil, pupils will:
 - Mark their answers and identify where they have made errors.
 - Correct their mistakes independently wherever possible, seeking advice from peers or teachers when needed.

Benefits of this Approach

- **Immediate Reflection:** Drawing pupils' attention to their slips or errors helps them engage with the learning process and develop problem-solving skills.
- **Efficient Use of Teacher Time:** Teachers focus on addressing key misconceptions rather than spending excessive time on detailed marking.
- **Active Learning:** By marking their own work, pupils develop self-assessment skills, identify areas for improvement, and build resilience in tackling challenging problems.

At Wittersham, our feedback and marking practices in mathematics aim to balance efficiency with effectiveness, ensuring that both teachers and pupils benefit from a productive and reflective approach to learning.

Compassion

Courage

Cooperation



Whole Class Feedback Sheet Date:

Lesson:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

'On a voyage of discovery; learning and growing together in the light of God.'

Key stage 2 marking symbols

Code	Meaning	Action
Learning Question	I have achieved what has been asked of me	I know I have done well in this lesson
	My teacher is praising part of my learning.	I should respond to the positive comment by initialling to show that I have read it.
sp	I have made a spelling mistake. Sometimes my teacher will underline the word that needs correcting.	I should find the mistake and write the word correctly three times underneath my writing.
CL	I have not used a capital letter where I needed to.	I need to add a capital letter to my writing.
Λ	I have left out a word from my sentence.	I need to add the missing word.
P	I have not used punctuation correctly.	I need to find the punctuation error and add it to my writing.
Gr	I have made a grammatical error.	I need to identify and correct the grammatical error. Sometimes my teacher will point this out.
/	I have not started a new line when I needed to.	I should start a new line if I am editing and improving my work.
//	I have not started a new paragraph when I needed to.	I should start a new paragraph if I am editing and improving my work.
VF	My teacher has noticed an improvement needed in my work and has discussed this with me.	I should act on the advice my teacher has given me.
	My teacher is suggesting an improvement or correction to be made to my learning.	I should make the correction or improvement that I have been asked to do.





Compassion

Courage

Cooperation

'On a voyage of discovery; learning and growing together in the light of God.'

Key stage 1 marking symbols

Code	Error	Action
Learning Question	I have achieved what has been asked of me	I know I have done well in this lesson
	My teacher is praising part of my learning.	I should respond to the positive comment by initialling to show that I have read it.
sp 	I have made a spelling mistake. Sometimes my teacher will underline the word that needs correcting.	I should find the mistake and write the word correctly three times underneath my writing.
CL	I have not used a capital letter where I needed to.	I need to add a capital letter to my writing.
	I have not used a full stop where I needed to.	I need to add a full stop in my writing.
Λ	I have left out a word from my sentence.	I need to add the missing word.
P	I have not used punctuation correctly.	I need to find the punctuation error and add it to my writing.
VF	My teacher has noticed an improvement needed in my work and has discussed this with me.	I should act on the advice my teacher has given me.
	My teacher is suggesting an improvement or correction to be made to my learning.	I should make the correction or improvement that I have been asked to do.