Wittersham Church of England Primary School Feedback and Marking Policy 2026

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
V01	January 2024	G.Hawkins	Update and refine symbols
V02	January 2025	Stella Coulson	Policy update and new vision included.
V03	September 2026	Stella Coulson	Simplification of whole-school

			feedback and marking practice. Introduction of the Green, Yellow and Pink Learning Question assessment system, with increased emphasis on live feedback, responsive teaching, pupil independence and manageable staff workload.

Our Vision

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 and experiences which promote courage and a strong moral purpose, underpinned by our Christian values of Compassion, Courage and Cooperation; preparing them to become compassionate citizens within our rural community and the wider world.

Purpose

At Wittersham Church of England Primary School, feedback is an integral part of teaching, learning and assessment.

The purpose of feedback is to help pupils understand their learning, identify misconceptions and enable teachers to make informed decisions about what should happen next.

We recognise that feedback delivered closest to the point of learning is often the most effective. Immediate verbal feedback, questioning, live marking, pupil reflection and responsive teaching are therefore prioritised over extensive written comments.

Our approach aims to ensure that feedback is:

- purposeful and focused on learning;
- timely and responsive;
- understood by the pupil;
- proportionate to the pupil's age and stage of development;
- used to inform subsequent teaching; and
- manageable and sustainable for staff.

There is no expectation that every piece of work will contain a written teacher comment.

Our Core Principles

Feedback Should Move Learning Forward

Feedback should help pupils understand what they have achieved, identify what they need to improve and, where appropriate, understand what they should do next.

Feedback Should Be Timely

Where possible, misconceptions should be identified and addressed during the lesson rather than waiting until work is reviewed afterwards.

Assessment Should Inform Teaching

Teachers review pupils' learning to determine what pupils know and can do and where further teaching, practice, support or challenge is required.

The most important outcome of reviewing pupils' work is not the amount of marking visible in a book, but how the teacher uses the information gained to inform subsequent teaching.

Pupils Should Be Active Participants

Pupils should increasingly be supported to evaluate, edit and improve their own work and to understand their progress towards the Learning Question.

Feedback Should Be Proportionate

Not every error needs correcting and not every piece of learning requires written feedback.

Teachers should use their professional judgement to determine the feedback that will have the greatest impact upon learning.

The Learning Question

Every recorded lesson should have a clear Learning Question which identifies the principal knowledge, understanding or skill being taught.

Learning Questions should be purposeful, skill-driven and assessable. They should enable pupils and adults to understand what pupils are learning rather than simply describing the activity being completed.

For example:

"How can I use expanded noun phrases to add precise detail?"

rather than:

"Can I write a description?"

Assessing the Learning Question

The Learning Question provides the primary visual indication of the pupil's achievement within that lesson.

Following assessment of the pupil's learning, the Learning Question will be highlighted using the agreed whole-school system:

🟩 Green – Achieved

The pupil has demonstrated the intended learning securely within the lesson.

🟨 Yellow – Developing

The pupil has demonstrated some understanding but requires further practice, clarification or support.

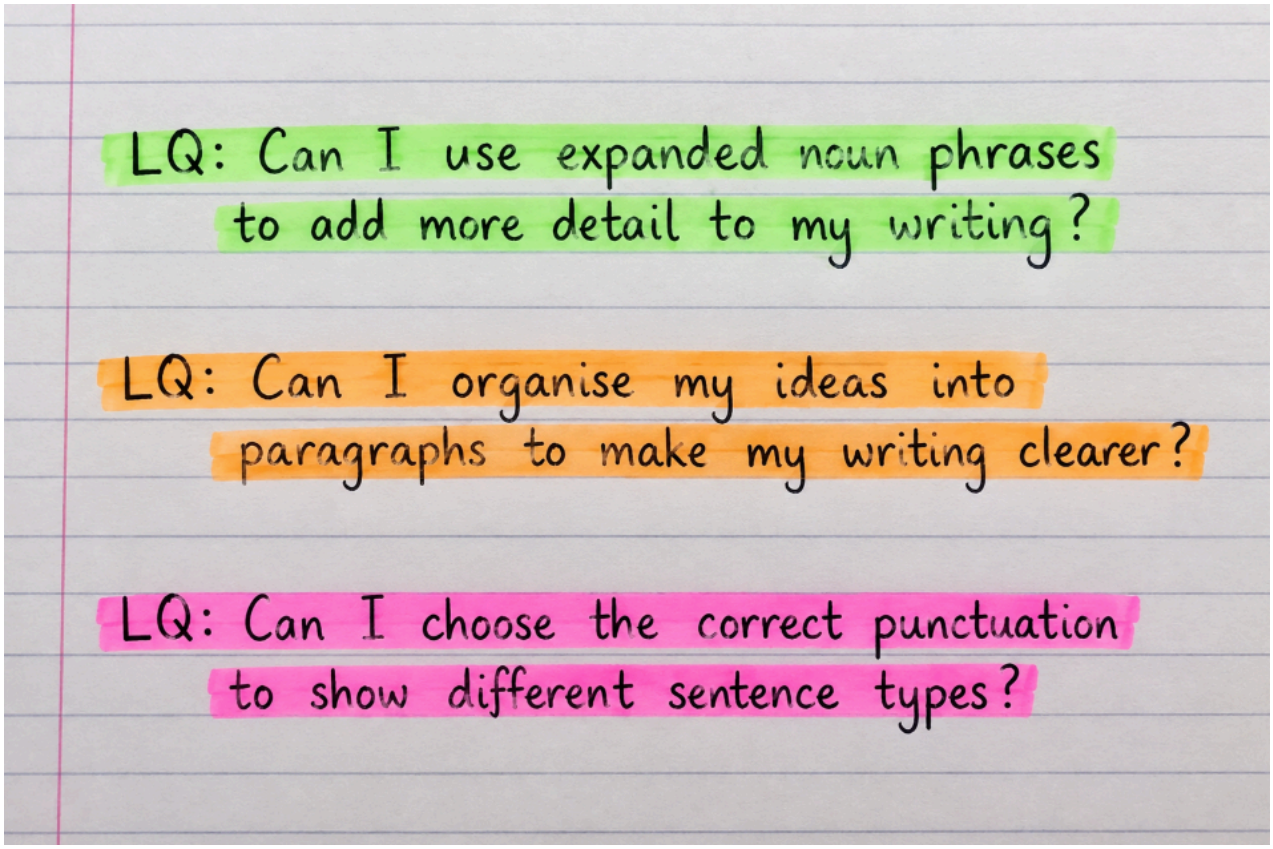
🩷 Pink – Not Yet Achieved

The pupil has not yet demonstrated the intended learning securely and requires further teaching, intervention or support.

The judgement relates specifically to the Learning Question. It is not a judgement about the overall quality, quantity or presentation of the pupil's work.

Where the Learning Question has been highlighted, this constitutes acknowledgement and assessment of the learning. Teachers are not expected to add a written comment

unless doing so would have a clear and purposeful impact upon the pupil's learning.



When Should the Learning Question Be Highlighted?

The Learning Question may be highlighted:

- during the lesson as part of live feedback;
- at the end of the lesson; or
- following the teacher's review of the learning.

Teachers are not expected to collect every book and retrospectively mark work simply for the purpose of highlighting Learning Questions.

Where pupils are developmentally ready, teachers should involve them in reflecting upon whether they have answered the Learning Question. The final assessment remains informed by the teacher's professional judgement.

Patterns within Learning Question assessments should inform future teaching. Where several pupils are assessed as yellow or pink, the appropriate response is likely to be further teaching, intervention or adaptation rather than multiple individual written

comments.

Types of Feedback

Feedback at Wittersham commonly takes place at three points.

Immediate Feedback

Immediate feedback takes place during learning and is our preferred form of feedback wherever practicable.

It may include:

- teacher or teaching assistant discussion;
- questioning;
- live marking;
- modelling;
- correcting a misconception;
- asking a pupil to reconsider or improve something;
- mini-whiteboard assessment;
- highlighting the Learning Question;
- adapting the task or level of support; and
- providing additional challenge.

Pupils should act upon immediate feedback wherever possible.

Summary Feedback

Summary feedback takes place towards the end of a lesson or learning episode.

It may include:

- reviewing the Learning Question;
- self-assessment;
- peer discussion;
- whole-class feedback;
- sharing examples;
- revisiting misconceptions;
- retrieval or exit questions; and
- identifying what requires further teaching.

Review Feedback

Review feedback takes place when teachers review completed learning away from the pupil.

Its primary purpose is to inform subsequent teaching.

Reviewing learning may lead to:

- highlighting the Learning Question;
- adapting the next lesson;
- identifying pupils requiring additional support;
- revisiting a concept with the whole class;
- changing grouping;
- providing additional practice;
- providing greater challenge; or
- giving a pupil a specific written next step where this would be beneficial.

Written Feedback

Written feedback should be used selectively and purposefully.

Teachers are not expected to write comments simply to provide evidence that work has been marked.

A written comment may be appropriate when:

- a pupil can understand and independently act upon it;
- the teacher needs to draw attention to a particular misconception;
- a specific improvement can be made;
- verbal feedback cannot reasonably be provided; or
- the comment provides a meaningful next step.

Where a written comment is given, pupils should be provided with an appropriate opportunity to respond.

Lengthy written comments which pupils cannot independently understand or act upon should be avoided.

Verbal Feedback

Verbal feedback is valued as an important part of everyday teaching and learning.

Teachers and Learning Support Assistants are not required routinely to record "VF" in

books simply to demonstrate that a conversation has taken place.

Where recording verbal feedback is useful, particularly where it explains a subsequent pupil edit or intervention, "VF" may be used.

Evidence of effective verbal feedback should primarily be demonstrated through pupils' subsequent learning, responses and improvements rather than through additional teacher annotation.

Self and Peer Assessment

Self and peer assessment should be used where it genuinely supports pupils to think about and improve their learning.

Pupils may use pink pen or pencil to:

- correct answers;
- edit work;
- respond to feedback;
- identify improvements; and
- reflect upon their achievement of the Learning Question.

Self and peer assessment should be explicitly taught and modelled. It should support pupils to become increasingly reflective and independent learners rather than simply becoming a marking exercise.

Support and Independence

Learning will be assumed to have been completed independently unless otherwise indicated.

Where significant adult support has been provided, this should be recorded using:

CT Support – Class Teacher Support

LSA Support – Learning Support Assistant Support

Where useful for assessment, the level of support may also be indicated, for example:

LSA Support 1:4

CT Support 1:1

In EYFS, independent recorded learning may be annotated with "I" where this supports assessment.

The recording of support should enable teachers and leaders to distinguish between what a pupil can achieve independently and what they can achieve with adult support.

Feedback in English

Feedback in English should primarily focus upon the knowledge or skill identified within the Learning Question.

Teachers should avoid attempting to correct every aspect of a pupil's writing within every piece.

Spelling

Teachers should identify a manageable number of spelling errors appropriate to the pupil's age, stage and current learning.

Priority should be given to:

- taught phonics;
- statutory and common exception words;
- previously taught spelling patterns; and
- words the pupil could reasonably be expected to spell correctly.

A green wiggly underline will be used to identify a spelling requiring correction.

Pupils should be encouraged to identify and correct spelling errors and apply the correct spelling in their subsequent writing. There is no routine expectation for pupils to copy every corrected spelling three times unless the teacher judges that this will support the individual pupil's learning.

Grammar and Punctuation

Teachers should prioritise errors that:

- relate directly to the Learning Question;
- reflect previously taught knowledge;
- significantly affect meaning; or
- reveal a misconception requiring further teaching.

Teachers are not expected to correct every grammatical or punctuation error in every

piece of writing.

Extended Writing

Feedback should support pupils to become increasingly independent writers.

Where appropriate, pupils should be given opportunities to edit, revise and improve their writing following feedback.

Teachers should use feedback to support pupils to apply taught writing skills increasingly independently and across different contexts.

Feedback in Mathematics

Mathematics feedback should distinguish between a simple error or slip and a misconception.

Slips and Errors

Where an answer or element of working requires the pupil to check it, a dot should be placed next to the relevant word, number, answer or part of the calculation.

A dot means "check this" and prompts the pupil to review their work and identify and correct the error independently wherever possible.

Original working should remain visible so that the learning process can be seen.

Misconceptions

Where an error indicates that the pupil does not understand the underlying mathematical concept, simply identifying the answer as incorrect is insufficient.

Teachers should respond through appropriate teaching.

This may include:

- immediate intervention;
- additional modelling;
- use of manipulatives or representations;
- small-group support;
- same-day intervention where appropriate;
- revisiting the concept during the next lesson; or
- whole-class teaching where the misconception is widespread.

Learning Question highlighting should reflect the pupil's demonstrated mathematical understanding rather than simply the number of correct answers.

Feedback in EYFS and Key Stage 1

Feedback should be appropriate to pupils' developmental stage.

Immediate verbal feedback, modelling, questioning and interaction will often have considerably greater impact than written feedback.

Written comments should only be used where they are purposeful and pupils can understand and respond to them.

Learning Question assessment may be communicated through highlighting where this is meaningful and accessible to the pupil.

In EYFS, professional observations, interactions and assessment evidence remain important alongside recorded learning.

Feedback in Key Stage 2

Pupils should increasingly take responsibility for reviewing, editing and improving their own learning.

Teachers should prioritise:

- live feedback;
- pupil editing;
- self-assessment;
- Learning Question assessment;
- whole-class feedback; and
- responsive teaching.

Where several pupils share the same misconception, teachers should address this through appropriate teaching rather than writing the same comment repeatedly in multiple books.

Whole-Class Feedback

Teachers may use a Whole-Class Feedback Sheet where this is an efficient and useful way of reviewing learning.

This may identify:

- work to praise and share;
- pupils requiring further support;
- presentation issues;
- basic skills errors;
- common misconceptions; and
- adaptations required for subsequent teaching.

Whole-class feedback sheets are optional professional tools. They are not required for every lesson or subject.

Marking Symbols

The whole-school marking code should remain intentionally small, clear and consistent, enabling pupils to understand the symbols used and respond to them independently. Please see the table below for clear examples of each marking symbol and how it should be used.

Mark	Meaning	Pupil Action
🟩 LQ	Learning Question achieved	Continue and apply the skill
🟨 LQ	Learning Question developing	Practise and respond to feedback
🩷 LQ	Learning Question not yet achieved	Further teaching or support required
.	Check this	Review and correct
	Spelling	Check and correct spelling
_____ (underline where the capital letter is missing or needs to be edited)	Capital letter	Correct
Circle – identify where punctuation is missing by circling the space where it should be added, prompting the pupil to identify and insert the correct punctuation independently.	Punctuation	Review punctuation
^	Missing word	Add missing word
VF	Verbal feedback, where useful to record	Act upon feedback
CT Support	Class Teacher support provided	
LSA Support	Learning Support Assistant support provided	

Additional editing symbols may be taught where appropriate, but teachers should avoid excessive coding which pupils cannot independently interpret.

Pink pen or pencil is used by pupils for self-assessment, peer assessment, corrections, editing and responding to feedback. This is distinct from the teacher highlighting the Learning Question pink to indicate that the intended learning is not yet secure.

16. What We Expect to See in Books

When reviewing pupils' books and recorded learning, leaders should expect to see evidence of:

- clear and purposeful Learning Questions;
- regular assessment against those Learning Questions;
- pupils acting upon appropriate feedback;
- corrections and editing where purposeful;
- appropriate identification of adult support;
- teaching responding to misconceptions; and
- progression in pupils' knowledge, understanding and skills over time.

Leaders do not expect to see:

- lengthy written comments on every piece of work;
- every error corrected;
- identical marking in every subject;
- written evidence of every verbal interaction; or
- marking completed solely for accountability purposes.

The quality and impact of feedback will be considered through its effect upon pupils' learning rather than through the quantity of written marking in books.

17. Monitoring

The implementation and impact of this policy will be monitored through:

- pupil voice;
- professional dialogue;
- book and learning reviews;
- lesson visits and learning walks;
- assessment information; and
- consideration of how assessment informs subsequent teaching.

Monitoring will focus upon the impact of feedback on learning rather than compliance with a particular quantity of written marking.

Where inconsistencies are identified, leaders will support staff through professional dialogue, modelling and appropriate continuing professional development.

18. Responsibilities

Teachers are responsible for using feedback and assessment to inform their teaching and support pupils' progress.

Learning Support Assistants should provide feedback in accordance with the direction of the class teacher and this policy.

Subject leaders and senior leaders are responsible for supporting whole-school consistency while recognising appropriate professional judgement and subject-specific practice.

The Headteacher and Governing Board are responsible for ensuring that the policy supports effective teaching and learning while remaining proportionate and manageable for staff.

19. Review

This policy will be reviewed annually, or sooner where changes to school practice or relevant guidance make this necessary.