



"Think MORE; be a Westmorland Warrior!"

Feedback and Marking Policy

Westmorland Primary School

Spring 2026

Review date: Spring 2028



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Feedback and Marking Policy

At Westmorland Primary School, we believe that marking and assessment serves a simple purpose - to advance pupil progress and outcomes.

Feedback is a vital part of teaching and learning. Our aim is to develop a rich culture of feedback between teachers and pupils in a manner that is effective, efficient and of the greatest benefit to the learner.

Feedback

- Vital for teaching and learning and evident in all lessons
- Primarily verbal – following the EEF guidance on Teacher feedback to improve pupil learning
- Takes place at earliest opportunity for greatest impact
- Age-appropriate
- Demonstrates understanding of individual children

Type of feedback:	What it might look like:	Evidence (for observers)
Immediate	Takes place within the lesson as part of teaching: • Teacher gathering feedback from verbal responses, mini-whiteboards, book work etc. • With individuals, small groups or whole class • Is given verbally so that the impact can be immediate. • Can be given by any adult in the room or peers. • May involve further support, challenge or a change of task. • May re-direct the focus of teaching or the task. • Does not need to be evidenced by written comments.	• Classroom observations and learning walks • Notes may be taken by adults during the process of teaching. • Adults may use pink/green pens to highlight success or areas to improve.
Summary	Takes place at the end of an activity or lesson: • Usually involves groups of whole classes. • Provides an opportunity for evaluation of learning in the lesson. • May take the form of self- or peer assessment against the agreed criteria. • May involve strategies such as “exit” questions.	• Classroom observations and learning walks. • Evidence of editing and improving with purple pens in books. • May also be evidenced in adaptations to planning or next steps in books



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	• May guide the teacher's further use of distance feedback, focussing on areas of need.	
Distance	Takes place away from the point of teaching: • Provides teachers with opportunities for assessment for understanding. • All children's work to be acknowledged with the initials of the adult reviewing the work. This shows that work has been marked and any misconceptions must inform teachers planning. • Mark to be analysed to organise feedback into groups and support their teaching in subsequent lessons.	• Use of annotations to indicate next steps. • Use of marking sheets to indicate next steps • Use of purple pen by children to edit or improve their work. • Work in pupils books showing improvement over time. • All books to show evidence of marking/feedback over time. (For times as part of the focus group). • Adaptations to teaching sequences seen in planning.

Marking

Effective marking:

- Fosters interaction between teachers and pupils
- Acknowledges work
- Allows teachers to check outcomes
- Aids teachers to make decisions (what are the next steps?)

It is:

Meaningful – This takes into account age, the subject and individual pupils.

Manageable – The amount of marking needs to be proportionate and time-effective.

Motivating – Acknowledge children's work, motivate children to make progress and celebrate progress. (This does not mean that comments are universally positive – a challenge can be effective.)

Deep marking:

An example of Deep marking includes:

- Checking spelling, grammar, punctuation, handwriting and responding with the correct marking codes



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- Checking for cohesion and layout and responding with the correct codes
- Setting the child a target to respond to for their work i.e to spell a word correctly, to use a grammatical feature, to change a word for a better one, to answer what they could have done differently in order to improve, to write out a sentence again, to identify what is missing.
- A meaningful piece of marking that improves children's outcomes.

Expectations

- Feedback is part of the classroom culture. It is meaningful, manageable and motivational. It is primarily verbal, delivered at the point of learning and based on teachers' continuous assessment.
- There needs to be evidence of addressing misconceptions. Spellings/grammar that are incorrect need to be addressed, and handwriting must be addressed and developed in all books.
- Live marking should happen each day for children as they are working to address misconceptions. Staff are to walk around as children are working.
- Verbal feedback needs to be given
- TAs are required to mark the work of children they have supported.
- There should be one 'deep marking' in writing for each pupil per cycle of writing. This should happen at the draft stage of writing, so that children can see their work and respond to marking. 'Deep marking means to look at the full piece of work, address any incorrect areas and then set children a target to respond to.
- Marking MUST be responded to. This may be planned carefully for the lesson following the deep mark, and an example of this would be for children to respond as part of a fix it starter the next day. After Easter, deep marking in Year 6 will look different in order for children to be able to edit work more independently.
- Over the course of the year, all children's books will contain multiple examples of written feedback.
- All recorded subjects will follow the same expectations except for Art (as we want children's creativity to be free from teacher's pens).
- Feedback, both verbal and written, will be evident in the progress that the children make over time (see feedback table above).



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- Teacher's professional judgment and relationships fostered with each individual child will ensure effective feedback to help each child to progress (extensive dialogue may not produce the desired outcome).
- Where appropriate, there will be evidence of purple pens being used by children for corrections and self-assessment.
- Marking must model good practice. Write in full sentences, start from left to right on a full line, and write with neat handwriting. The children must have good role models

EYFS

Ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals.

Systematic observations and assessments, informed by a thorough tracking process, of each child's achievements, interests and learning styles are made by staff. These observations are used to plan relevant activities and opportunities for each child. A quality observation may not be written down, but is meaningful and informs the teaching and learning for children in the near future.

Feedback is given to the child verbally and also shared with parents and caregivers. Each child has a special book to record highlights of their learning journey.

Marking Codes:

Pink = Success

Green = Corrections, modelling and next steps

Purple = Children's pen for corrections, reflections and self-assessment



correct



incorrect



capital letter



full stop



spelling mistake, or **SP** in margin (3 max)



grammatical error/doesn't make sense



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L

new line needed

//

new paragraph needed

^

missing word

I

independent

S

supported

- * *As mentioned above, written feedback should be meaningful, manageable and motivational. This will depend on age of child, individuals and subject. Remember, the goal is to advance pupil progress and outcomes.*

Link to research:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf

