Every child Every chance Every day

Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success

Weddington Primary School

Marking and Feedback Policy

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Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Expectations of Teaching staff
4. Expectations of children
5. Implementation of marking
6. Reception expectations
7. Workload

Statement of Intent

At Weddington Primary School, we are committed to fostering a learning environment where children are encouraged to be **curious**, **courageous**, and **confident** in their academic journey. Our marking and feedback practices are rooted in this vision, inspiring children to reflect on their achievements, aspire to reach new heights, and persevere through challenges.

We believe that effective marking and feedback have a powerful impact on learning and progression. It serves as a vital bridge between teaching and understanding, enabling children to develop their skills and take ownership of their growth. By embedding the values of **mindfulness**, **truth**, and **respect** into our approach, we ensure that feedback is purposeful, constructive, and supportive of each child's unique learning journey.

This policy outlines our commitment to consistent and effective marking and feedback practices across the school. Our aim is to:

- **Celebrate success and inspire improvement:** Feedback informs children about what they have done well and highlights specific areas for growth, encouraging reflective thinking and building confidence in their abilities.
- **Encourage curiosity and confidence in learning:** Feedback fosters a positive mindset and motivates pupils to approach learning with curiosity and perseverance, contributing to accelerated progress.
- **Support informed planning and aspirations:** By providing teachers with a clear understanding of each child's needs, marking and feedback enable precise planning of next steps, helping children to aspire toward greater achievements.
- **Ensure balance and mindfulness:** Processes for marking and feedback are designed to be efficient and meaningful, ensuring they balance the need to provide valuable insights with the importance of maintaining sustainable teaching practices.

At Weddington Primary School, we believe marking and feedback are essential tools for learning and growth. Rooted in our core values of reflection, truth and respect, effective feedback helps every child feel supported, motivated and confident to achieve their full potential.

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2013) 'The national curriculum in England: Key stages 1 and 2 framework document'
- DfE (2014) 'The national curriculum in England: Key stages 3 and 4 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

The policy is implemented in conjunction with the following school policies:

- Primary Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

SLT Leaders are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all children within their class to ensure they are making satisfactory progress.
- Ensuring that children understand the feedback they have been given.
- Allowing children to ask questions in regard to any feedback they have received.

Teaching Assistants are responsible for:

- Consistently apply the school's marking and feedback policy when supporting children's learning.
- Support teachers with live marking and in-the-moment feedback during lessons.
- Annotate and mark work completed by children whom they have supported, in line with agreed expectations.
- Use the school's agreed marking codes and symbols accurately and consistently.
- Recognise and celebrate children's achievements, effort and progress within their work.
- Provide both verbal and written feedback, during and after lessons, to support children's in understanding next steps and improving their learning.

3. Expectations of Teaching staff

Teaching staff are expected to:

- Provide clear marking that follows the marking and feedback policy.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that children exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the child.
- Carefully consider how to use purposeful verbal feedback.
- Provide children with opportunities to reflect on feedback, acknowledge any corrections or ask questions.
- Implement strategies that encourage children to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for children, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge children whose work was correct, which should encourage further development therefore moving the learning forward.
- Provide feedback and support to children with SEND and adapt how feedback is given, so that children with SEND can understand and action any targets.
- Provide positive and child-friendly marking and feedback.
- Celebrate the successes of the children
- Return work promptly and allow children time to review any feedback that has been given to them.

4. Expectations of children

At Weddington Primary School, we encourage all children to embrace our vision of being **curious**, **courageous**, and **confident** in their learning. Through perseverance, reflection, and responsibility, our children are inspired to take ownership of their educational journey while striving for personal and academic growth. To achieve this, children are expected to:

- **Show perseverance and aspiration by trying their best** with any work they complete, including homework, always striving to achieve their personal best.
- **Demonstrate curiosity and mindfulness** by asking questions when they do not understand something in lessons, recognising that seeking clarity is a valuable part of learning.
- **Reflect and act with respect for feedback** by reading any comments on their work and asking questions if they do not understand them.
- **Foster a reflective mindset** by reviewing their own progress, re-reading previous work, identifying mistakes, and thinking critically about how it could be improved.
- **Be inspired to meet their targets** and take meaningful action on any suggested improvements, showing courage in striving to improve and grow.
- **Take responsibility for their learning**, embracing truth and accountability for their progress, and understanding that they have a key role in shaping their own success.

By upholding these expectations, children will grow into confident, resilient learners who respect themselves and others, embodying the values that define Weddington Primary School.

5. Implementation of Marking

- Use a pen that contrasts with the children's work (no red).
- Use green and pink highlighters:-

Green – to show that the child has successfully completed the Learning Question and achieved any identified success criteria.

Pink - to show areas for improvement and/or the need to correct/improve – **Perfect the Pink!**

Maths

- A green highlighter is used to tick the correct aspects of work.
- A pink highlighter is used to show the point at which the child has made the error. Crosses (X) are not to be used to mark incorrect work; use of a dot or dash should be used.
- An pink 'A' for '**Perfect the Pink** ' will be for children who need to correct errors.
- Work will be modelled to the child if a misconception occurs.
- Peer marking should be used selectively to support learning, but must not replace teacher assessment. All peer-marked work must be checked and acknowledged by the teacher to ensure feedback is accurate, misconceptions are addressed, and learning is moved forward.

English

- In extended and assessed writing, a differentiated WILF (What I'm Looking For) will be used for children as a success criteria. Children and staff can then mark against this and use a green highlighter to **underline** any demonstration of the WILF success criteria within the writing.
- For extended writing the expectation is that an Pink comment will be an 'action' for the child to act upon in order to improve or edit their work – Perfect the Pink! This may be a missing item from the WILF or a part of the editing and proofreading process (see English handbook).
- If *all* green, create a 'Perfect the Pink!' based on the 'next steps' that would further improve the child's work.
- All of the above are expected marking/feedback procedures; comments can also be written on the work from time to time but are **not** an expectation of the school.

Foundation Subjects

Work for foundation subjects will always be acknowledged. The marking may include:

- Highlighting achievement of the LQ
- Praise, including stamps or stickers
- Addressing misconceptions
- Showing where verbal feedback has been given
- Subject-specific vocabulary must be checked for accurate spelling, and any errors should be clearly identified with a pink highlighter and addressed.

Assessment for learning for these foundation subjects will take place throughout the teaching sessions and this, combined with the marking, will inform further planning.

The exception is for extended writing which takes place *outside* the English lessons, e.g. during topic work, which should be marked to the same level as for English work (see above).

Other Presentation Features

1. Pencil to be used for all Maths work.
2. Pencil to be used for English and Foundation Subjects until a child's handwriting is deemed neat enough for them to use a handwriting pen. Drafting will be in pencil and final copies can be written up in pen by the whole class. All children can, therefore, write in pen for their 'best' work.
3. Underlining, lines for labelling and drawings should be in pencil and a ruler should be used.

4. The date must be written at the top left-hand side of every piece of work; the long date for English and theme e.g. Tuesday 6th June and the short date, e.g. 6.6.14, for Maths and Science.
5. 'Two stars and a wish' can be used for peer assessment.

Codes used in marking

- LQ **Green -** highlighted when it has been **achieved**, LQ **Green and Pink** highlighted when it has been **partially achieved** and LQ **Pink** highlighter if it has **not been achieved**.
- A Pink ^ is used to indicate you wish the child to insert a word or phrase.
- Pink // indicates the need for a new paragraph.
- A Pink dot above the word, and 'sp' in the margin on the same line as the word is used to indicates a spelling mistake. children are required to correct it at the bottom of the page by rewriting it 3 times correctly. As children develop their editing skills, a 'sp' sign in the margin will be added with the child having to find the misspelled word themselves.
- A Pink G can be used to mark a grammatical error
- **R** in a circle indicates the use of resource support e.g. a number line was used
- **I** in a circle shows that the work was completed independently
- **GS** in a circle explains that the work was completed within a group/guided support
- **VF** in a circle shows that verbal feedback has been given and is written at the point of the learning in which the verbal feedback happened.
- Teaching assistants, including 1:1 support, are to mark work they have completed with small groups in line with the policy and initial the work.
- Supply teachers are to write **ST** at the top of the page when they have marked work.
- **1:1** indicates the child has received help that was more than the average amount required for the rest of the class and was on a 1:1 basis – TA or teacher to initial / comment.
- **Books should annotate and acknowledged when a child is absent or attending an intervention.**

Positive reinforcement will be used to emphasise that children are improving, which will encourage them to improve their performance over time.

Rewards will be given to children in the following ways:

- Stickers placed on work
- Smiley faces
- Praise in front of whole class
- Displaying excellent work around the classroom
- Letters/notes to parents
- Values certificates awarded in assembly
- Postcards home half termly
- Class Dojo points.

Teachers will encourage children to peer mark each other's work where appropriate, as this will aid children to identify successful methods of learning. In addition, this exercise will allow teachers to see which children can spot successful methods.

Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

6. Reception Expectations

In Reception, marking and feedback should be developmentally appropriate and support the principles of the Early Years Foundation Stage Framework. Feedback is most effective when it is immediate, verbal and responsive to children's needs during learning.

- Prioritise high-quality verbal feedback and interactions during learning, providing immediate guidance, praise and support to move learning forward.
- Use assessment for learning throughout continuous provision and adult-directed activities to identify misconceptions and adapt teaching accordingly.
- Celebrate children's achievements, effort and progress through positive verbal feedback, praise, stickers, stamps and sharing successes with others.
- Record significant observations of learning, progress and next steps through agreed assessment systems and learning records.
- Highlight and address misconceptions promptly through modelling, questioning, discussion and practical demonstrations rather than extensive written marking.
- Encourage children to reflect on their learning through age-appropriate discussion, questioning and self-assessment opportunities.
- Support children in developing independence by encouraging them to revisit, improve and extend their work following adult guidance.
- Ensure feedback remains positive, child-friendly and focused on building confidence, curiosity and a love of learning.
- Use observations including photos and feedback to inform future planning, ensuring activities are responsive to children's interests, needs and stages of development.
- Work collaboratively with teaching assistants to ensure feedback, observations and assessments are consistent and accurately reflect children's learning.

7. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a child.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the child?

If the answers to these questions do not reflect a positive impact on child's learning, teachers will use their professional judgement and decide whether the feedback is necessary. If a teacher has a query, SLT will be available to offer guidance and support regarding the school's procedures. If a teacher is unsure about the effectiveness of their own practices, SLT will help with developing an approach to marking and feedback that is more suited to the teacher.

***Transition Arrangements:** The Pink "**Perfect the Pink**" highlighter system outlined in this policy will come into effect from September 2026. For the remainder of the 2025–2026 academic year, teachers will continue to use the orange highlighter to indicate next steps, corrections and improvement actions, ensuring consistency with existing marking procedures.*

Marking & Feedback Codes

A4 classroom reference sheet based on Weddington Primary School's Marking and Feedback Policy

Green: success / achieved	Pink: improvement, correction or action - "Perfect the Pink!"	No red pen: use a contrasting pen and agreed codes

Learning Question / Highlighter Codes

LQ **LQ green** Learning Question achieved.	LQ **LQ green + pink** Learning Question partially achieved.	LQ **LQ pink** Learning Question not yet achieved.

Written Marking Codes

^ insert **Pink ^** Insert a missing word or phrase here.	// new paragraph **Pink //** Start a new paragraph.	word sp **Pink dot + sp** Spelling mistake. Correct it at the bottom of the page three times.	G **Pink G** Grammatical error to check and correct.
Dot or dash Use instead of a cross to show incorrect work.	A **Pink A** Action / Perfect the Pink: correct errors or improve.	**Green tick/highlight** Correct aspects of work or success criteria achieved.	error starts **Pink mark** Shows the point where an error or improvement begins.

Support, Feedback & Adult Codes

R **Circled R** Resource support used, e.g. a number line.	I **Circled I** Work completed independently.	GS **Circled GS** Work completed with group / guided support.	VF **Circled VF** Verbal feedback given at this point in the learning.
ST **ST** Supply teacher has marked the work.	1:1 **1:1** More individual help received than usual; adult to initial/comment.	ABS / INT **Absent / intervention** Book should be annotated and acknowledged.	

TA / 1:1 support should mark work completed with supported groups in line with the policy and initial the work. Peer marking may be used selectively and must be checked and acknowledged by the teacher.

What Do My Marking Codes Mean?

These help you know what to fix, improve or check in your work.

LQ	I have achieved the learning question.
LQ	I have partially achieved my learning question.
LQ	I need to keep working on the learning question.
^	Add a missing word or phrase here.
//	Start a new paragraph here.
SP	Check your spelling and fix the word.
G	Check the grammar in this part.
A	Perfect the Pink! Correct it or improve it.
VF	Your teacher has given you verbal feedback.
I	You did this independently.
R	You used a resource to help you.
GS	You worked with group support.