



WREN'S NEST PRIMARY SCHOOL

School Key Policy 2025-2026

Marking and Feedback Policy

September 2025

Document to be read in conjunction with ***other key school policies (listed within document)***



Wren's Nest Primary School Feedback/Marking Policy



Intent

What is the purpose of the policy?

The purpose of this policy is to make explicit how teacher's mark children's work and provide feedback to ensure effective learning.

Why do we need a feedback policy?

It is important to provide constructive feedback to children, focussing on successes and improvement needs against learning objectives and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

What are the principles that guide the school's approach to marking and giving feedback?

Feedback should:

- Be manageable for teachers and make an impact on the children.
- Provide clear feedback to children, relating to the learning objective and success criteria.
- Give recognition and praise for achievement.
- Allow time for children to reflect on feedback.
- Inform future planning and group target setting.
- Have consistent approaches.
- Show the children that their work is valued and purposeful.
- Ultimately be seen by children as a positive approach to improving their learning.
- Take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier. 'In the moment marking'.

Implementation

How do we mark children's work?

'Live Marking'

At Wren's Nest Primary, the 'In the Moment' marking approach is adopted to enable all children to receive effective and instant feedback to best support the children's learning. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. This will be used in all lessons.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally remodelling misconceptions, consolidating learning or moving the learning forward. This should be quick and should remain positive, encouraging a Growth Mind-set, developing resilience, striving for accuracy and increasing children's learning efforts. Teachers and additional adults will effectively intervene with groups across the class, giving immediate feedback on the children's work.

Marking in the moment in the forms of 'ticks and flicks' to indicate correct answers across the school curriculum should be pointed out to the children within the lesson to enable children to take greater ownership and to correct through self-regulation.

There is a visualiser/web cam in every classroom/year group which can be used in several ways as a tool to give instant feedback to children in the classroom. The teacher can use children's work to share good models of work or, where appropriate, to address misconception.

During all lessons, our children are encouraged to self-evaluate their work and make improvements to it with their pink pens: 'Think Pink'. This ongoing assessment can be conducted independently or when working with their peers as a shared activity. After this process, children may need further guidance from the teacher or supporting adults to ensure they achieve their targets. Improvements to their work, after the teacher intervention, will be indicated with the children's purple pens: 'Purple Polish'.

Role of Other Adults Supporting Marking and Feedback

All staff in the classroom are expected to mark in the moment, this will support children in receiving immediate feedback which they can respond to. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Children should be encouraged to review their own or another child's work, and the teacher will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.

English

Detailed Marking:

- As and when required, to ensure all children keep up and not catch up, some children will need more specific marking in their books.

Examples of more detailed marking may include:

- Spelling errors that you feel the child should be getting correct. Where phonetically plausible attempts have been made, if you wouldn't expect the child to spell the word correctly, recognition of the incorrect spelling should be made (**sp**), but not necessarily corrected.
- Grammatical errors – the teacher should insert missing punctuation (including capital letters) and circle any incorrectly used punctuation.
- Errors in tense should be identified by writing the correct tense form clearly above the relevant word.
- Missing paragraphs should be indicated by the use of two oblique lines (**//**).

It is important that children see feedback as an aid to improving their work. Feedback should primarily focus on the Target and Success Criteria. Over-marked work, where a page is filled with corrections, could have a negative effect and demoralise the child.

➤ **At the end of a piece of marking you may see:**

1. A celebratory comment if the work is of an expected standard.

For example, *Well done! Great effort! You have tried hard today!*

Or

If you know this is not the child's best work, celebrate the work completed, but acknowledge that you recognise that it is not their best attempt.

Some good work, although . . .

- *I expected you to do more*
- *your punctuation could have been better*

Where a child has not produced work to the expected standard, the teacher will make a comment that reflects this.

I am disappointed with this effort today, as I know you can do better.

It's a shame you were a little distracted today, as I know you're capable of achieving this target.

A teacher will mark all books in detail during the Write 3 and assessment pieces for both the fiction and non-fiction sections for all six Language and Literacy units.

The teacher will give an indication of whether the target was achieved:

TA (Target Achieved)

TAP (Target Achieved in Part) **because**however you still need to work on . . .
(This could include the next step in their learning).

TNA (Target Not Achieved) **because** . . .

Children who do not achieve their target or achieve only part of their target will also be marked with a **VF**, which will be given at the start of the next lesson within that subject or at the next convenient time, to ensure children know how they could improve their work.

Marking and Feedback symbols:

VF = Verbal Feedback given

G = Guided work

I = Independent work

S = Supported work

PW = Paired work

Opportunities for Peer marking and self-evaluation:

When appropriate, the children will be given the opportunity to either self-evaluate or peer mark.

Editing and Proofreading:

- 1) **During the write 3 process**, children will be given the opportunity to edit and proof read. At Wren's Nest we encourage our children to proof-read and edit their work as often as possible, using their 'Think Pink' pen. Our aim is that children see editing as an ongoing process. Children will reread their own work and edit accordingly as part of a normal lesson.

Any corrections made are either identified by the children themselves as they proof-read or through peer editing, when they work with a partner. They may use resources that are readily available within the classroom environment, such as dictionaries, thesauruses, word banks, the working wall or phonics charts to support them with this process.

- 2) Write 3 or assessment pieces of work:

- i) All pieces of writing are marked in detail.
- ii) Prior to the teacher's final detailed mark, he/she will acknowledge that they have read the work and will indicate errors to the children using the following symbols:
Sp - spelling error

P - punctuation error
G - grammatical error
// - paragraphing error

Once the teacher has marked the children's work (using a green pen), children can make further corrections using the 'Purple Polish' pen, following the guidance from the teacher marking.

At Wren's Nest Primary School, because one of our school priorities is to raise standards in reading and writing across the curriculum, 'Think Pink' and 'Purple Polish' will take place in History, Geography, Science and other curricular areas that involve the children writing an extended piece of work. This will be the same as for English.

Handwriting:

There is no expectation to detailed mark handwriting as there is little benefit to the child. Verbal Feedback (VF) and modelling will be given throughout the session and the work will be marked with a 'tick and flick', with added constructive comments when and if necessary.

Spelling and Cracking Comprehension:




Spelling activities will usually be completed in the children's handbook. This gives ideal opportunities for self-evaluation. The children have the opportunity to self-correct and re-write the correct spelling for future reference using their 'Think Pink' or 'Purple Polish' pens.

During Cracking Comprehension lessons children will be guided by the teacher, which will improve all areas of reading. Children, supported by the teacher, will annotate and answer a range of reading questions. Children will have the opportunity to self-mark, edit and improve answers using our 'Pink Think' and 'Purple Polish' techniques.

Maths:

Marking:

What would we expect to see in all marking?

- Marking throughout the piece of work, highlighting:
 1. All of the work will be marked with a tick  if it is correct or an  if it is incorrect.
 2. A  can be used within the lesson if you would like the child to correct their errors. The teacher can model the correct method alongside for the children to follow, if applicable. Children would use their 'Purple Polish' pens to show that they have received support from the teacher.
- In addition to the above, within a piece of marking you would expect to see:
 1. A celebratory comment if the work is of an expected standard.
Well done! Great effort! You have tried hard today!

Or

If you know this is not the child's best work, celebrate the work completed, but acknowledge that you recognise that it is not their best attempt.

- *Some good work, although . . .*
- *I expected you to do more*
- *Your presentation could have been better*

Where a child has not produced work to the expected standard, the teacher will make a comment that reflects this.

I am disappointed with this effort today, as I know you can do better.

It's a shame you were a little distracted today, as I know you're capable of achieving this target.

The teacher will give an indication of whether the target was achieved:

TA (Target Achieved)

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(This could include the next step in their learning).

TNA (Target Not Achieved) **because** . . .

Children who do not achieve their target or achieve only part of their target will also be marked with a **VF**, which will be given at the start of the next lesson within that subject or at the earliest time, to ensure children make progress.

Other areas of the curriculum

- In History, Geography, RE and Science staff should ensure effective marking in the moment and give verbal feedback in order to deepen children's understanding during the learning. Extended writing tasks will be marked in line with the English assessment pieces.
- In PSHE, teachers may choose to use a more personal feedback comment to the children, such as 'I enjoy keeping fit too' or 'Sometimes it can be hard to show emotions'. They will also use TA, TAP, TNA where appropriate.
- In PE, feedback to children will be a verbal target and success criteria. They will then be assessed against the learning targets by whoever is leading the children's PE sessions to inform future planning and assess levels of attainment.
- In Music, Computing, Art and DT, feedback will be verbal and related to the target; this will be delivered by whoever is leading the session to inform future planning and assess levels of attainment.

Stampers

If a child receives intervention support by the teacher or other adult, a purple stamper will be used in their books. This target specific help will aid the child in achieving the lesson target. This will prevent the child from falling behind in work and to 'Keep up, not catch up'.

If a child completes a task or requires an extra challenge within the lesson a green stamper will be used in books. This will give the child a further opportunity to deepen their understanding.

Impact of feedback:

- Provide helpful feedback to children so that:
 - They have clear strategies for how they can improve their work.
 - Their needs are identified and they can discuss with their teacher(s) what they find difficult and how they can improve in the future.
 - Their achievements are recognised, which in turn, gives them encouragement and builds their confidence.
 - They understand that their learning is valued, and they receive praise.
 - There is reassurance for the teacher that tasks set have been carried out to the expected standard.
- Help teachers evaluate teaching and inform future planning and next steps in learning.
- Provide a tool for teacher assessment.
- Help parents to understand the strengths and areas to develop in their children's work.

At Wren's Nest Primary School, we strive to give our children the very best education we can and feedback forms an integral part of this. As a staff we realise that, to do our best for our children, we have to adapt and change our policies. With this in mind, this is a working policy and will be reviewed annually or when necessary.

Links with other policies:

Other important documentation to be read in conjunction with the Marking Policy:

- Literacy and Language policy
- Mathematics Policy
- Curriculum Policy
- Science Policy
- Handwriting Policy

Monitoring information:

The policy will be promoted and implemented throughout the school by all staff. The school will review this policy through the Curriculum and Standards committee annually and assess its implementation and effectiveness.

Date of Review: September 2025

Policy to be reviewed: September 2026



How well did I do today?

TA - Target achieved

TAP - Target achieved in part

TNA - Target not achieved

What support did I have today?

VF - verbal feedback was given to me during the lesson

I - independent work

S - I had some support with this work today

PW - Paired work

G - I worked as part of a guided group

Where and how can I improve my work?

English and other curricular areas

Sp - spelling error

P - punctuation error

G - grammatical error

// - paragraphing error

Maths

Tick for a correct answer

C - correction needed

X - incorrect answer but no correction needed

What should I mark?

Children

1. **Think Pink** when editing independently or working with their peers.

2. **Purple Polish** as a response to teacher feedback.

3. C - correction needed - Purple Polish as a response to teacher feedback.

Marking and Feedback

Green and Purple Stampers

If a child receives intervention support by the teacher or other adult, a **purple stamper** will be used in their books. This target specific help will aid the child in achieving the lesson target. This will prevent the child from falling behind in work and to 'Keep up, not catch up'.

If a child completes a task or requires an extra challenge within the lesson a **green stamper** will be used in books. This will give the child a further opportunity to deepen their understanding.