



WREN'S NEST PRIMARY SCHOOL

School Key Policy 2026-2027

Marking and Feedback Policy

September 2026

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 teachers 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 have a positive impact on children's learning.
- Provide clear feedback that relates to the learning objective and success criteria.
- Give recognition and praise for achievement.
- Allow time for children to reflect on and respond to feedback.
- Inform future planning and target setting for individuals and groups.
- Be delivered through a consistent approach across the setting.
- Demonstrate to children that their work is valued and purposeful.
- Be viewed by children as a positive tool for improving their learning.
- Take place at the earliest opportunity, particularly when subsequent learning builds on previous lessons, through effective 'in-the-moment' marking and feedback.

Implementation

How do we mark children's work?

Live Marking

At Wren's Nest Primary School, an 'In-the-Moment' marking approach is adopted to ensure that all children receive immediate and effective feedback to support their learning. Verbal feedback and dialogue should be embedded within every lesson. Feedback should be linked to the learning objective and success criteria and should identify both strengths and next steps so that children have a clear understanding of how to improve and move their learning forward. Every pupil should receive regular verbal feedback, and this approach will be used across all lessons.

During lessons, teachers and support staff will intervene effectively, providing immediate feedback by addressing misconceptions, consolidating learning, remodelling where necessary, and extending learning opportunities. Feedback should be timely, constructive, and positive, promoting a growth mindset, developing resilience, encouraging accuracy, and maximising learning. Teachers and support staff will work with individuals and groups across the classroom, providing immediate feedback to support progress.

In-the-moment marking, including the use of 'ticks and flicks' to indicate correct responses across the curriculum, should be shared with children during the lesson. This enables children to take greater ownership of their learning and make corrections through self-regulation. Every classroom is equipped with a visualiser/webcam which can be used as a valuable tool for providing instant feedback. Teachers may use examples of children's work to model good practice or, where appropriate, address misconceptions and support improvement.

Throughout all lessons, children are encouraged to self-evaluate their work and make improvements using their pink pens ('Think Pink'). This ongoing assessment may be carried out independently or collaboratively with peers. Following this process, children may receive further guidance from teachers or support staff to help them achieve their targets.

Improvements made following teacher intervention will be recorded using purple pens ('Purple Polish').

Role of Other Adults Supporting Marking and Feedback

All staff working within the classroom are expected to mark in the moment. This supports children in receiving immediate feedback to which they can respond. Verbal feedback and dialogue should be embedded within every session. Feedback should be linked to the success criteria and should identify both strengths and next steps so that children have a clear understanding of how to move their learning forward.

Children should be encouraged to review their own work and that of their peers, with teachers and support staff facilitating and guiding this process. This helps children to develop their self-assessment skills, reflect on their learning and take greater ownership of their progress throughout 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, children will be given opportunities to self-evaluate their work and participate in peer marking activities.

Editing and Proofreading

1. During the Write 3 process

During the Write 3 process, children will be given opportunities to edit and proof-read their work. At Wren's Nest Primary School, we encourage children to proof-read and edit their work regularly using their 'Think Pink' pen. Our aim is for children to view editing as an ongoing process that forms a natural part of learning and writing.

Children will re-read their own work and make improvements as part of normal classroom practice. Corrections may be identified independently through self-review or through peer editing when working with a partner. Children may use resources readily available within the classroom environment, including dictionaries, thesauruses, word banks, working walls and phonics charts to support this process.

2. Write 3 and assessment pieces of work

i) All pieces of writing will be marked in detail.

ii) Prior to the teacher's final detailed marking, they will acknowledge that the work has been read and indicate errors using the following symbols:

- Sp - spelling error
- P - punctuation error
- G - grammatical error

- // - paragraphing error

Once the teacher has marked the work using a green pen, children will make any further corrections and improvements using their 'Purple Polish' pen, following the guidance provided through teacher marking.

At Wren's Nest Primary School, raising standards in reading and writing across the curriculum is a key school priority. Therefore, 'Think Pink' and 'Purple Polish' strategies will also be used in History, Geography, Science and other curriculum subjects where children produce extended pieces of writing. Expectations for editing and improvement in these subjects will mirror those in English.

Handwriting:

Handwriting is primarily addressed through verbal feedback (VF) and modelling. This 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

Spelling activities will usually be completed in the children's handbook. This provides valuable opportunities for self-evaluation and reflection. Children will be encouraged to self-correct and rewrite the correct spelling for future reference using their 'Think Pink' or 'Purple Polish' pens.

Cracking Comprehension

During Cracking Comprehension lessons, children will be guided by the teacher to develop and improve key reading skills. Children, supported by the teacher, will annotate texts and answer a range of comprehension questions. They will be given opportunities to self-mark, edit and improve their responses using the 'Think Pink' and 'Purple Polish' strategies. This process encourages children to reflect on their learning, identify areas for improvement and take ownership of their progress.

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)

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 earliest time, to ensure children make progress.

Other Areas of the Curriculum

- In History, Geography, RE and Science, staff should ensure effective in-the-moment marking and provide verbal feedback to deepen children's understanding during learning. Extended writing tasks will be marked in line with the expectations for English assessment pieces.
- In PSHE, teachers may choose to provide more personalised feedback, for example: "I enjoy keeping fit too" or "Sometimes it can be difficult to show emotions." These brief reflective comments should be linked to the learning objective. Teachers will also use TA, TAP and TNA where appropriate.
- In PE, feedback will primarily be verbal and linked to the learning objective and success criteria. Children will be assessed against the learning objectives by the member of staff leading the session. This information will be used to inform future planning and assess attainment.
- In Music, Computing, Art and Design Technology, feedback will be primarily verbal and linked to the learning objective and success criteria. The member of staff leading the session will use assessment information to inform future planning and assess attainment.

Stampers

If a child receives intervention or targeted support from the teacher or another adult during a lesson, a purple stamper will be used in their book. This indicates that specific support has been provided to help the child achieve the learning objective. The aim is to ensure that children keep up with their learning rather than having to catch up at a later stage.

If a child completes a task successfully or requires additional challenge during a lesson, a green stamper will be used in their book. This indicates that further challenge has been provided to deepen the child's understanding and extend their learning.

Impact of Feedback

Provide effective feedback to children so that:

- They have clear strategies for how to improve their work.
- Their needs are identified and they are able to discuss with their teacher(s) what they find difficult and how they can improve in the future.
- Their achievements are recognised, which builds confidence and provides encouragement.
- They understand that their learning is valued and receive appropriate praise.
- Teachers are reassured that tasks set have been completed to the expected standard.

Feedback should also:

- Help teachers evaluate teaching and inform future planning and next steps in learning.
- Provide a tool for teacher assessment.
- Help parents understand the strengths and areas for development in their children's work.

At Wren's Nest Primary School, we strive to provide the very best education for our children and feedback forms an integral part of this. As a staff, we recognise that in order to do our

best for our children, we must continually adapt and refine our practice. With this in mind, this is a working policy that 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 2026

Policy to be reviewed: September 2027



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.