



Wallop Primary School Feedback and Marking Policy 2025

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“High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions and to assess learning gaps. There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.”

Education Endowment Foundation: Teacher feedback to improve pupil learning 2021

At Wallop Primary School, we believe that every learning minute matters. Feedback is a crucial part of the teaching and learning cycle, helping pupils to understand where they are in their learning, where they need to go next, and how to get there. Our approach to feedback ensures that it is purposeful, actionable, and efficient, maximising impact on pupil progress while respecting staff workload.

The purpose of this policy is to provide clear and consistent guidance for feedback and marking across the school, ensuring that all pupils receive the support they need to make continuous and meaningful progress.

Why do we provide feedback?

- To assess and discuss with children what they are learning and to motivate children to continue their progress
- To intervene quickly if a child/children have not understood work and combat misconceptions
- To further challenge children when they have a secure understanding
- To motivate further by praising current achievements
- To inform the next step in learning, so children know what they need to do to progress
- To provide ourselves with feedback on how well pupils have understood the learning so that we can plan the next stage of teaching and learning
- To enable teachers to make judgments about pupil attainment, particularly in regard to assessment levels to support ascertaining standards

Key Principles

Our feedback approach is grounded in research from the Education Endowment Foundation (EEF) and aligns with the Department for Education’s recommendations on reducing teacher workload. The following principles underpin our practice:

1. Purpose of Feedback

The core purpose of feedback is to move learning forward. It should help pupils understand what they have done well and what they can do to improve.

2. Evidence

Evidence of feedback is incidental to the process. We do not create unnecessary written evidence for external scrutiny. The focus remains on the impact of feedback on pupil learning, not the format it takes.

3. Empowerment

Feedback should empower pupils to take ownership of their learning. We encourage self-assessment, peer discussion, and reflection so that children can identify and correct their own mistakes with increasing independence. It should be positive and appropriately constructive.

4. Manageable Approach

Written comments are used sparingly and only when verbal or immediate feedback cannot support understanding effectively. Teachers use professional judgement to decide the most efficient and effective way to provide meaningful feedback.

5. Timely Feedback

Feedback is most effective when it is timely. Where possible, pupils receive feedback within the lesson or in the next appropriate session, allowing them to act on it immediately (appropriate to their age and stage) and continue to progress without delay.

6. Next Steps

The next step in learning is often embedded in the next lesson. Planning builds in opportunities to revisit and apply learning so that feedback directly informs teaching and pupil progress.

7. Assessment Integration

Feedback forms part of our ongoing assessment processes. Teachers use it to identify misconceptions, inform future planning, and ensure that all pupils are appropriately challenged.

8. Reinforcement and Retrieval

Effective feedback includes opportunities to revisit, practise, and retrieve key concepts over time to strengthen understanding.

Workload and Professional Trust

The DfE's research into teacher workload identifies excessive written marking as a major contributor to workload. At Wallop Primary, we have adopted a feedback model that is meaningful, manageable, and motivating, for both pupils and staff.

We trust our teachers and support staff as skilled professionals who know their learners best. Through strong relationships, sound subject knowledge, and an understanding of how children learn, staff will provide feedback that has a positive impact on outcomes and supports pupils to become resilient, reflective, and independent learners.

Feedback in Practice

At Wallop Primary School, every learning minute matters. Feedback is most powerful when it happens live, enabling pupils to act on advice immediately. Our approach prioritises in-the-moment feedback, supported by a clear and consistent marking system.

Pupil and teacher roles in feedback

- Children use green pens to edit, improve, and respond to feedback from teachers or peers.
- Marking and feedback will always relate to the learning objective, success criteria, and learning attitudes. Where a WALT slip (We Are Learning To) is used, a highlighter will indicate if the learning objective has been met.
- Pupils are encouraged to be active learners, identifying what they have done well and what they can do to improve. Confidence and skill in this will be developed over the key stages.
- Teachers model high standards of English and use clear, cursive handwriting in all written feedback, in line with the school's handwriting scheme.

Written Feedback

We use a highlighting system to make feedback clear, positive, and actionable for all ages.

Pink – What went well

Pink highlighting shows where a pupil has:

- Met or exceeded the learning objective
- Worked towards a personal or group target
- Applied learning from a previous lesson

A brief note may explain why this section is successful so pupils can build on it in future work but this may have also been given verbally in the lesson or shared as part of whole class feedback.

Green – Next steps

Green highlighting identifies areas for development. Errors and misconceptions are welcomed as learning opportunities. Feedback should be positive, constructive and purposeful, prompting pupils to respond and improve. Dedicated time will be provided for children to read and act on feedback and teachers will ensure this is appropriate to the age/stage of the child and the type of task.

Green may be used when:

- The learning objective has not been fully met
- Misconceptions are evident
- A next step is needed to extend thinking or problem solving
- There is an error to correct or an improvement to make

Live Marking

Teachers and LSAs use a purple pen for feedback including live marking (feedback that happens during the lesson). This approach supports Assessment for Learning (AfL), helping teachers to address misconceptions immediately and celebrate success in real time. Live marking is concise, purposeful, and designed to move learning forward while minimising workload.

In Summary

At Wallop Primary School, feedback should:

- Move learning forward and make a difference.
- Be proportionate to its impact.
- Be timely, focused, and relevant.
- Encourage pupil ownership.
- Support effective teaching and sustainable workload.



Every learning minute matters – for pupils and for staff.

This policy will be reviewed every 3 years, or earlier if relevant. It should be read alongside the Teaching and Learning Policy.