



Westbury C of E Junior School

Marking and Feedback Policy

“Let your light shine.” – Matthew 5:16

This policy is to be read in conjunction with the vision, values and Christian character of the school. At the heart of Westbury C of E Junior School is the belief that every child should be supported to flourish, grow in confidence and fulfil their potential. Our approach is underpinned by our values:

Respect Care Inspire

Policy Information

Date policy was written: September 2026

Date of next review: September 2028

Our Purpose

At Westbury CofE Junior School, we believe that marking and feedback should have one clear purpose:

To improve children’s learning.

Our books should show the learning journey of each child over time. They should help us to see what a child has learned, where they have been successful, where misconceptions have occurred and how their learning has developed.

We do not believe that the quality of feedback can be measured by the amount of writing in a child’s book.

Instead, we ask:

Has the feedback helped this child to learn, improve or move forward?

Feedback should therefore be **meaningful, manageable and motivating**. It should be proportionate to the learning taking place and the needs of the child.

Research from the Education Endowment Foundation identifies effective feedback as feedback which is focused on moving learning forward, appropriately timed and acted upon by pupils. It also emphasises that schools should focus on the principles of effective feedback rather than prescribing one particular method or frequency of marking.

Our approach is therefore designed to support both **high-quality teaching and sustainable teacher workload**.

Every Book Should Tell a Story

Every child's book should tell the story of their learning.

That story will not look the same for every child.

Some children's books may have relatively little visible marking because they have understood the learning securely and are able to apply it independently.

Some children's books may contain more feedback because the child has needed additional teaching, correction, practice or scaffolding.

Some children may receive more next steps because their teacher is challenging them to develop their thinking and work towards greater depth.

Other children may have:

- scaffolds;
- models;
- additional examples;
- simplified instructions;
- small-group work;
- adapted tasks;
- clear, achievable next steps.

This is not inconsistency.

This is responsive and adaptive teaching.

We recognise that every child is different. Therefore, effective marking and feedback will look different for different children. The important thing is not that every book looks the same. The important thing is that the book shows:

Learning → Feedback → Response → Progress

Our Most Important Expectation

Misconceptions should be identified and addressed.

Children are expected to make mistakes. Mistakes are an important part of learning. However, we do not want to see children repeatedly making the same mistake without it being identified, addressed or corrected. This does not mean that every mistake needs a written comment. Teachers should use their professional judgement to decide the most effective response.

This may be:

- verbal feedback;
- live marking;
- self-marking;
- additional practice;
- a follow-up question;
- whole-class feedback;
- small-group teaching;
- adaptive teaching;
- detailed marking.

The important thing is that the misconception is addressed and the child has an opportunity to improve their understanding.

We are not looking for evidence that a teacher has marked a book. We are looking for evidence that a teacher has responded to the child's learning.

Feedback and Marking

Feedback may take place in a number of ways. The method chosen should depend on the learning, the child and when the feedback will have the greatest impact.

The four main approaches used across school are:

Self-marking

Children check and assess their own work, where appropriate.

This may involve:

- checking answers;
- correcting mistakes;
- identifying successful features;
- improving their work.

Children use **purple pen** to make corrections or respond to feedback and **yellow highlighter** when identifying successful features or self-assessing. Opportunities to do these should be built in within the lesson where the children are given specific time to do this.

Live marking

Live marking takes place while children are learning.

It allows teachers to identify misconceptions quickly and respond before they become embedded.

A teacher may:

- question a child's thinking;
- identify an error;
- model a method;
- ask a child to try again;
- provide an additional question;
- challenge a child to explain their thinking.

The child's response should be visible in **purple pen** where appropriate.

For example:

Teacher:

"Show me where you exchanged in this calculation."

The child corrects their method in purple pen.

Verbal feedback

Verbal feedback is an important part of our approach.

A teacher may discuss:

- an error;
- a misconception;
- a successful part of the work;
- how to improve;
- how to develop an answer.

Where verbal feedback has been given and it is useful to record this in the book, teachers will use:

○ VF

The VF should be circled.

Where the feedback requires a response, the child's response should be visible in **purple pen**.

For example:

○ VF

Teacher discusses how the child could improve their explanation.

Child adds an explanation in purple pen.

Verbal feedback does not need to be written out in full in the child's book.

Detailed marking

Detailed marking should be used when it will have a clear impact on learning.

It is not expected for every piece of work.

Where detailed marking is used, teachers will provide:

At least one positive + one next step.

The next step should be clear, specific and achievable.

Children should be given an opportunity to respond in **purple pen**.

For example:

✓ You have used precise vocabulary to describe the setting.

✓ Your paragraphing helps the reader follow your ideas.

→ **Improve** one sentence by adding a subordinate clause.

The child then responds in purple pen.

Making Feedback Clear to Children

Where a child needs to do something as a result of feedback, we should make the action clear.

Where possible, feedback should **begin with a verb** so that children can immediately understand what they need to do.

Examples include:

Learning need	Possible feedback
Correct a misconception	Correct your calculation by exchanging from the tens column.
Correct an error	Find the mistake and correct it.
Improve an answer	Rewrite this sentence using a fronted adverbial.
Develop an answer	Add a piece of evidence from the text to support your answer.
Explain thinking	Explain how you know your answer is correct.
Develop vocabulary	Replace one repeated word with a more precise word.
Improve writing	Improve this sentence by adding a subordinate clause.
Develop reasoning	Justify your answer using what you have learned.
Apply learning	Use the rule we have learned to complete the next two questions.
Correct spelling	Identify the spelling mistake and correct it.
Add detail	Add a sentence to explain why the character felt this way.
Greater depth	Develop your answer by explaining why this evidence supports your idea.
Check understanding	Explain the difference between evaporation and condensation.
Practise a method	Try another calculation using the method we have practised.
Proofread	Check your paragraph for capital letters and full stops.

These examples are not a prescribed list of comments.

Teachers should adapt feedback to the individual child.

The same misconception may therefore be addressed in different ways.

One child may receive a written next step and complete it independently.

Another may work with a TA or teacher and receive the same feedback verbally.

A group of children may receive the feedback together.

The response may therefore be:

Teacher/TA feedback → verbal response → child demonstrates learning

or:

Pink feedback → Purple response

The important thing is that the child receives the teaching they need and has an opportunity to demonstrate improved understanding.

Adaptive and Whole-Class Feedback

Feedback does not always need to be given individually.

If a teacher identifies that a number of children have a similar misconception, the most effective response may be to address this collectively.

This could include:

- whole-class feedback at the beginning of the next lesson;
- adaptive teaching;
- re-modelling;
- a worked example;
- a short re-teaching session;
- small-group work with the teacher;
- small-group work with a TA;
- additional practice.

For example, if several children have misunderstood how to use fronted adverbials, the teacher may begin the next lesson by modelling the misconception and asking the children to improve an example together. This would then be added to the working wall for **ALL** children to see.

The children's books may then show:

Pink teacher feedback → Purple response

or an additional task completed following the whole-class teaching.

Similarly, a TA may work with a small group of children and verbally address the same misconception. The children may then demonstrate their understanding in their books.

Feedback can be individual, small-group or whole-class. What matters is that it responds to the learning and leads to improvement.

Learning Objectives

Learning objectives should be acknowledged when the intended learning has been achieved.

Teachers should:

✓ Tick the learning objective

when the child has demonstrated the intended learning.

There is no expectation for teachers to write an additional comment when:

- the learning objective has been achieved;
- there are no significant misconceptions;
- there is no further feedback required.

A tick therefore provides a simple acknowledgement of successful learning without creating unnecessary marking.

Where the learning objective has **not** been achieved, teachers should consider what the child needs next and provide an appropriate response.

This may be through verbal feedback, live marking, additional practice, adaptive teaching or detailed marking.

Our Marking Colours

To provide consistency across the school:

Staff	Children
Pink pen	Purple pen
Pink highlighter	Yellow highlighter

The use of these colours allows the learning conversation between teacher and child to be easily identified.

The purpose is not to fill books with different coloured ink. It is to make the **interaction between feedback and response** visible.

Subject-Specific Expectations

Mathematics

Mathematics lends itself particularly well to immediate feedback.

For this reason, **self-marking, live marking and verbal feedback will be the predominant approaches in Mathematics.**

Teachers should use the lesson to identify:

- misconceptions;
- incorrect methods;
- insecure understanding;
- opportunities for further challenge.

Where a child has successfully achieved the learning objective, the teacher can tick the learning objective.

Where a misconception has been identified, the teacher should respond appropriately.

For example:

Teacher identifies error

Correct your calculation by exchanging from the tens column.

Child responds

The child corrects the calculation in purple pen.

Or:

 VF

The teacher discusses the misconception with the child.

The child completes a further calculation in purple pen.

Where a child continues to struggle, further practice or additional teaching should be provided and evident in the book.

Where a child has demonstrated secure understanding, the teacher may provide an additional challenge.

For example:

Explain why your method will always work.

Mathematics books

Our Mathematics books should show the mathematical thinking that has taken place.

Where worksheets are used, questions should be stuck into books in **small chunks**, allowing space for feedback and children's mathematical thinking.

Where appropriate:

- questions should be positioned on the left-hand side;
- children should use the right-hand side to show methods and reasoning;
- working should be visible;
- children should explain their thinking where appropriate.

This allows teachers to see **how** a child has arrived at an answer, rather than simply whether the answer is correct.

Yellow Post-it notes may be used where they provide a quick and clear way of giving a child a model of how to complete the question.

In Mathematics, the priority is to identify misconceptions quickly and address them while the learning is taking place.

Writing

Writing follows a clear sequence of learning and therefore feedback should reflect where the child is within that sequence.

We do not expect detailed marking after every writing lesson.

Many lessons will involve:

- live feedback;
- verbal feedback;
- checking learning;
- ticking the learning objective.

There are three key points within the writing sequence where more detailed feedback is particularly valuable.

Use It

Children demonstrate their understanding of the grammar and punctuation being taught.

Teachers should use this opportunity to identify whether children have understood and can apply the learning.

Feedback may be:

Correct the punctuation in your final sentence.

or:

Improve this sentence by adding a subordinate clause.

Plan

Teachers should review children's ideas before they begin their main piece of writing.

The purpose of this feedback is to make sure that the child:

- has an appropriate idea;
- understands where their writing is going;
- is able to develop their idea successfully.

Feedback might be:

Develop your character's motivation before beginning your story.

or:

Add more detail about why the character makes this decision.

The child should respond before moving forward where necessary.

This prevents a child from spending significant time developing a piece of writing based on an idea that is unlikely to work.

Prove It / Write

The Prove It / Write stage provides an opportunity for children to demonstrate the learning from across the unit.

Children should actively identify where they have successfully used the features they have been taught.

They may use **yellow highlighter** to identify these features.

Teachers may then use:

✓ **Ticks** to identify successful application.

Wands to identify an area that could be improved or developed.

Where a wand is given, the next step should be clear and achievable.

For example:

Improve one sentence by using a subordinate clause.

or:

Add a fronted adverbial to show when the event happened.

The child responds in purple pen.

End of the Writing Unit

At the end of the unit, teachers and children will complete the success criteria together.

This provides an opportunity to reflect on:

- what has been successfully achieved;
 - what the child can now demonstrate;
 - what they need to continue developing.
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Spelling in Writing

Spelling feedback should be purposeful and appropriate to the individual child.

We do not expect teachers to identify every spelling mistake.

Teachers should identify spellings that are achievable for the child and where correction will support their development.

There should be a maximum of **five spelling corrections per page**.

Years 3 and 4

The teacher underlines selected spelling errors in **pink pen**.

The child identifies and corrects the spelling using **purple pen**.

Years 5 and 6

The teacher places a **pink highlight in the margin**.

The child identifies the word they believe is incorrectly spelt and corrects it using **purple pen**.

This supports the development of independence and encourages children to proofread their own work.

Where useful, repeated spelling difficulties may be added to the working wall.

Reading

Feedback in Reading will take place throughout the reading journey.

Children may complete activities such as:

- text marking;

- echo reading;
- fluency practice;
- retrieval;
- inference;
- vocabulary work;
- written responses.

Much of the feedback will be **verbal and immediate**.

Teachers should use questioning, modelling and discussion to support:

- pace;
- pitch;
- tone;
- expression;
- comprehension.

Where appropriate, verbal feedback may be shown as:

○ VF

The Big Ding

At the end of the weekly reading sequence, children will complete a **Big Ding** question.

The purpose of the Big Ding is to encourage children to think more deeply, explain their ideas and use evidence from the text.

This is a point where more detailed feedback is appropriate.

Feedback should recognise successful aspects of the response and provide a clear next step.

For example:

Add another piece of evidence from the text to support your opinion.

or:

Explain what other feeling the character may have experienced and use the text to support your idea.

The child responds using **purple pen**.

History, Geography and Science

Feedback in History, Geography and Science should help teachers identify what children have understood, remembered and applied.

At the end of lessons, children will complete **two or three knowledge check questions** based on the learning from that lesson.

These questions will build across approximately five lessons towards a **ten-question quiz**.

The purpose of these checks is not simply to record a score. They allow teachers to identify:

- secure knowledge;
- gaps in understanding;
- misconceptions;
- knowledge that needs to be revisited.

Where misconceptions are identified, teachers should respond through future teaching, additional practice or feedback.

The Big Question

Each unit begins with an overarching **Big Question**.

The lessons within the unit provide children with the knowledge and skills required to answer it.

At the end of the unit, children complete a task answering the Big Question.

This is a key opportunity for teachers to assess the learning that has taken place across the unit and provide more detailed feedback where appropriate.

Feedback should focus on:

- what the child has understood;
- what they have successfully applied;
- misconceptions;
- what they need to do next.

Where a response is required, children should have an opportunity to act upon the feedback.

Headteacher's Awards

Exceptional work may be recognised through a **Headteacher's Award**.

Awards may be given for:

- exceptional effort;
- exceptional progress;
- an exceptional standard of work;
- resilience;
- demonstrating excellent learning;
- producing work that is worthy of special recognition.

The award will be stuck into the child's book so that their achievement can be celebrated and revisited.

What Leaders Will Look For

When reviewing books, leaders will not be looking for identical books or a prescribed amount of marking.

Instead, leaders will consider whether the books demonstrate an effective learning journey.

We will look for evidence that:

- children are learning;
- children are making progress;
- misconceptions are being identified;
- misconceptions are being addressed;
- children are responding to feedback;
- feedback is appropriate to the learning;
- feedback is adapted to individual need;
- children are becoming increasingly independent;
- teachers are using their professional judgement.

The amount of visible marking will naturally vary between children.

A child who has securely understood the learning may require very little written feedback.

A child who needs additional support may require more visible intervention.

A child working towards greater depth may receive additional challenge.

Different books should look different because different children have different learning needs.

The quality of our marking and feedback is therefore not judged by the quantity of pink pen.

It is judged by the **impact on learning**.