THE SHADE PRIMARY SCHOOL

MARKING, FEEDBACK AND RESPONSE POLICY

THIS POLICY WAS APPROVED:	SUMMER 2026
POLICY VERSION:	3.0
THIS POLICY WILL BE REVIEWED:	SUMMER 2029
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	JANE SEGUST
THIS POLICY WAS CONSULTED WITH:	GOVERNORS, TEACHERS
THIS POLICY WAS DISTRIBUTED TO:	

Policy drafted and informed using information presented in 'Teaching Walkthrus'. Tom Sherrington & Oliver Caviglioli

Feedback

Feedback that Moves Learning Forward

Feedback plays a central role in securing pupils' learning, supporting them to know how to deepen their knowledge and understanding or improve their performance. At The Shade Primary School, we recognise that, in order for feedback to be effective, it needs to be understood and accepted and to be actionable so that pupils can use it to secure improvements in their knowledge and performance at a later time. Part of this relies on feedback providing motivation to apply effort alongside the specifics of the strategies children need to employ. All feedback and marking should have a clear purpose for both the child and the teacher. Marking and feedback should be meaningful, manageable and motivating.

The feedback process should enable children to become reflective learners and help them achieve their full potential. A classroom culture of growth mindset - where mistakes are used as learning tools - is a vital part of the assessment cycle.

At The Shade Primary School, high quality marking and feedback is informed by the following principles:

- **Focus Forward:** Formal and informal assessments are used to identify areas for improvement in pupils' performance or gaps in their understanding. Next steps will focus on the actions that may be taken to improve future performance. It is crucial that there is an opportunity to make improvements. To maximise the impact of feedback, it should be given part-way through a learning cycle, not solely at the end.

- **Keep it Positive and be Specific:** In order to be motivating and actionable, feedback should largely be framed in language that is positive and encouraging. Marking will highlight the things that pupils are succeeding at that they should continue to reinforce alongside the things they can do differently to make further progress. It is crucial that feedback is as specific as possible so that pupils receiving the feedback know what to do in response, e.g. Rather than suggesting that a pupil should 'write a better conclusion', specify how the conclusion could be improved.

- **Match the Message to the Pupil:** Feedback only succeeds if the pupils trust it and use it to increase their effort or raise their aspirations and, as a result, improve their performance. Children respond to feedback in complex ways. Some need careful nurturing and respond badly to perceived criticism. Others need a strong push to lead them to increase their effort because soft feedback makes them complacent. At The Shade, we recognise the value of knowing our pupils so that the impact of feedback is maximised.

- **Reduce Feedback Over Time:** As pupils engage in independent practice and gain confidence, the detail provided within feedback is reduced and more thinking time is given before feedback is offered. At The Shade, we aim to

foster resilience and a commitment to learning by coaching pupils to generate as much self-assessed feedback as possible, referencing success criteria, models, working walls and prior examples as needed.

Feedback as Actions

If feedback is to move pupils forward in their learning, it can be helpful to frame it as an instruction to do something. Pupils respond to the marking and feedback that addresses their learning needs. At The Shade Primary School, feedback centres upon: intervention to support; intervention to consolidate and intervention to challenge. Feedback will typically fall under one of the four categories that follow:

- **Redraft or Re-Do:** Giving opportunities to improve a learning outcome - or an aspect of an outcome - by repeating it one or more times, taking on board ideas about how the work may be completed to a higher standard.
- **Rehearse or Repeat**: Ask pupils to focus on a certain aspect of learning that they have already encountered with a view to improve their confidence and fluency. This could – for example – include repeating a set of mathematical problems or rehearsing explanations across the wider curriculum. Improvement through repetition and rehearsal can be secured in a range of subject contexts.
- **Revisit and Respond to More Questions:** Instead of going back to make corrections on a complex array of previous questions, it can be more productive and efficient to re-teach some key elements where common errors were occurring and then set a fresh set of questions for pupils to respond to.
- **Research and Record:** Where pupils' learning outcomes would be improved by referring to a wider range of ideas, texts, case studies, examples or containing more details, the feedback may centre upon the completion of focused research – online or from specific books – before recording their findings. They should then reference these new ideas in an improved version of the task.

Appendix One: The Shade Primary School

At The Shade Primary School, we ensure that marking and feedback contributes to visible signs of improvement

- Involve all adults working with children in the classroom
- Inform future planning and individual target setting
- Be done promptly and within the lesson where possible
- Be used consistently throughout school

Marking Expectations
All lessons must have a clear learning objective or knowledge note question that is shared with the children, to aide marking, all written tasks will begin with either:

- *We are learning to…*
- *We are getting better at…*
- *A title with a clear purpose in years 4, 5 and 6*
- *Or a knowledge strip identifying key learning.*

Verbal Feedback
Progress checks take place throughout lessons by all adults in the classroom. Staff will constantly be giving live feedback to the children.

Verbal feedback is the most effective form of feedback. Verbal feedback must be identified using the code 'VF' in green or a 'VF' stamp. Progress is likely to be seen in the child's work through purple polishing corrections.

Written feedback
Written feedback should be succinct, follow the school's handwriting policy and use child-friendly language. Where relevant, it should refer to marking ladders so that children know how they did meet their learning objective.

We use **'tickled pink'** and **'green for growth'** to ensure that children understand their feedback.

Pink pens

- Show what staff liked about their work
- Two ticks indicate exemplary words, sentences or phrases
- Calculations/problem-solving set out correctly

Green pens

- Move learning forward by identifying areas for improvement
- Underlining a word or phoneme to indicate a spelling error
- Worked examples, modelling, questions or next steps (including further challenge)

Children's response to marking
Children are expected to respond to the marking and feedback using their **purple polishing** pen when receiving live feedback in all lessons. In addition, teachers should plan opportunities for at least 2-3 purple polishing sessions per week in each core subject.

Any amendments or improvements to their work, following the feedback, need to be done in purple so that staff can see that the child has responded to the feedback given and the impact it has had.

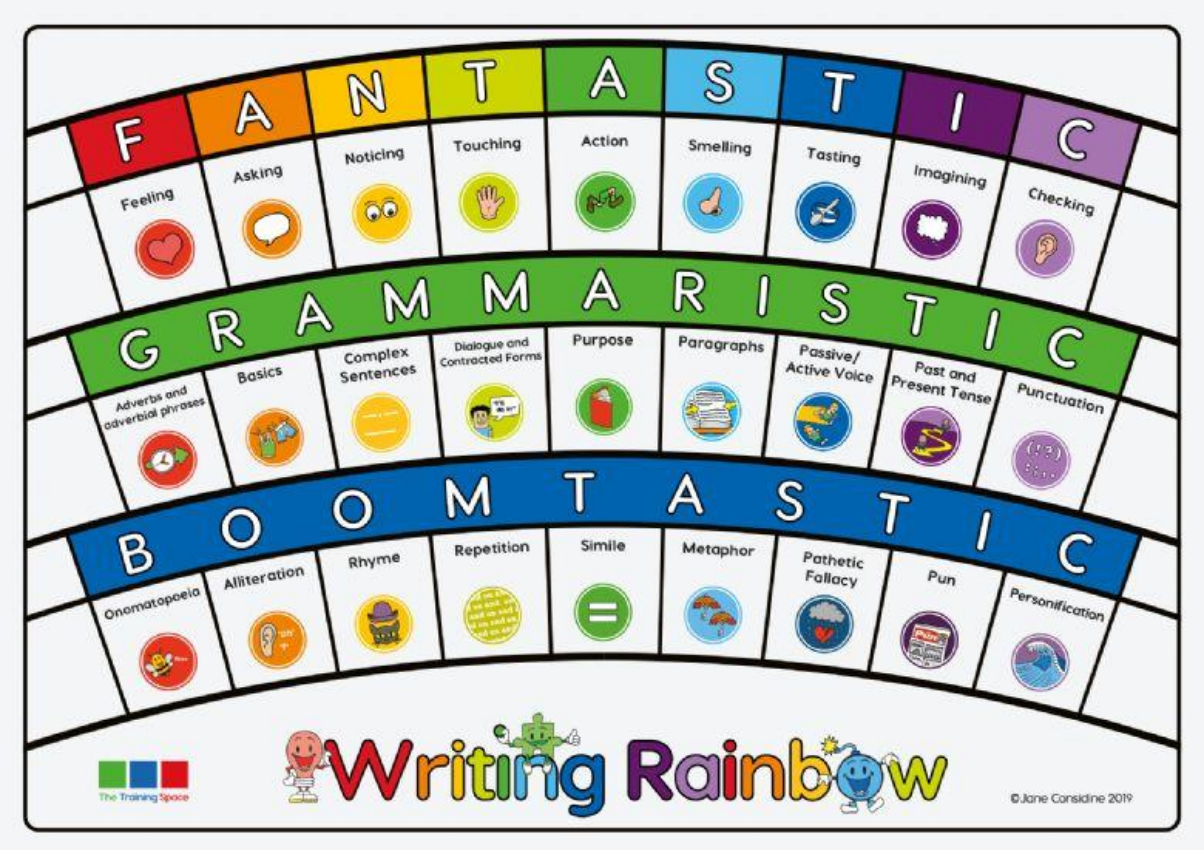
Marking Codes
All teachers will share and remind children of these marking codes with their class at the start of the academic year.

SP	Spelling error
P	Punctuation error
C	Capital letters
//	New paragraph
------	Checking for grammatical sense
^	Missing word or punctuation
T	Verb tenses
VF	Verbal feedback
	Next step
	Exemplary words, sentences or phrases
Green dot or green underlines	Incorrect answer or an error, something to check

The Write Stuff

- Plot point lesson writing tasks are marked daily with the marking codes shown above. Live marking will be used as much as possible.
- Pink pen will identify where a child has successfully used the focus Writing Rainbow lenses (see below) and green pen will highlight the errors to be purple polished or next steps.
- Staff will also mark writing with a consistent focus on each year group's non-negotiable vocabulary and punctuation (The Writing Laundry), ensuring these essential elements are always present and correct before any higher-level features are assessed.
- In independent writing, children will identify which Writing Rainbow lenses they have included by placing a FANTASTIC, GRAMMARISTIC or BOOMTASTIC sticker in the margin. Staff will then use pink and green pen to mark against these and the year group's writing non-negotiables.

Writing Rainbow Lenses



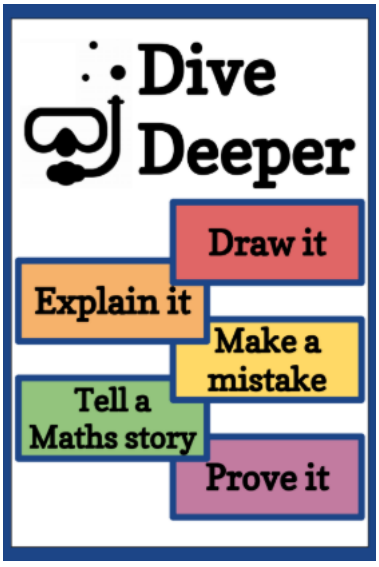
The Writing Laundry (specific to each year group – example below)

Year Six Writing

- Children working towards the Yr6 expected standard will be marked as below. Children working outside of Yr 6 expected level will be assessed using the specific year group moderation sheets.
- In the Autumn Term, plot point lesson writing tasks are marked daily with the marking codes shown above. Live marking will be used as much as possible.
- From the Spring Term, plot point lesson writing tasks are marked daily with reduced marking codes. Rather than point out a specific spelling/grammar error, the adult will put a green dot in the margin to indicate there is something wrong on that line. Live marking will be used as much as possible.
- In plot point lessons, pink pen will identify where a child has successfully used the focus Writing Rainbow lenses (see below) and green pen will highlight the errors to be purple polished or next steps (as above).
- Staff will also mark writing (as above) with a consistent focus on the year group's non-negotiable vocabulary and punctuation (The Writing Laundry), ensuring these essential elements are always present and correct before any higher-level features are assessed.
- In independent writing, children will identify which Writing Rainbow lenses they have included by placing a FANTASTIC, GRAMMARISTIC or BOOMTASTIC sticker in the margin. Independent writes will not be marked, but writing moderation sheets must be completed for every independent write. Children will be given a next step for their next independent write, after they have completely finished their editing.

Maths

- Maths is live marked daily following the marking codes
- All staff promote the Maths Mastery approach, encouraging deeper thinking through marking
- Next steps can also be given as 'Dive Deeper' challenges



Foundation Subjects

Staff will ‘live mark’ in foundation subjects with either verbal or written feedback, using the agreed marking codes. Staff will focus their feedback on:

- Whether the child has met the learning objective using a ‘target met’ stamp
- Writing non-negotiables linked to age related expectations
- SPAG for age related expectations, APDR targets or vital vocabulary for the lesson