

Weston Schools Federation

Feedback and Marking Policy 2025-2027

Weston Schools Federation Marking and Feedback Policy

This policy is informed by research from the Education Endowment Foundation (EEF), Dylan Wiliam, and John Hattie, and reflects a growth mindset approach where mistakes are seen as learning opportunities.

At Weston Schools Federation, we believe that feedback must be specific, kind, and helpful while remaining understandable and actionable for pupils. It is only effective if pupils engage with it and act upon it

Purpose and Principles:

The purpose of this policy is to ensure that feedback and marking:

- improves pupil outcomes, ensuring progress.
- encourages pupil ownership of learning.
- is manageable for staff and impactful for learners.
- engages pupils to edit, improve or develop their learning, for example, through discussion with the teacher or peers.
- attributes where a pupil has been successful so they can repeat it in the future and be motivated to succeed.

At WSF we expect teachers to:

- Give most feedback live during the lesson as the teacher and any supporting adults circulate the room, to move learning on.
- Ensure all books have the date (written by the pupil) and the learning objective (LO) clearly visible. The LO should be presented on a sticker or present on the task sheet at the top of the page for consistency and clarity.
 - For Maths, use the short date format (e.g., 12.11.25).
 - For all other subjects, use the long date format (e.g., Wednesday 12th November 2025).
 - Consider the age and stage of the child when expecting them to write dates; younger pupils or those with additional needs may require support or pre-printed dates.
- Show that every piece of work has been looked at by the teacher or supporting adults, with a **1** next to the LO if achieved, a **2** if partially achieved and a **3** if the LO has not been achieved.
- Share success criteria during the lesson and make them available for pupils to refer to in the classroom (no expectation to display in books).
- Adapt the next sequence of learning if the LO has not been achieved.
- Provide evidence of feedback (verbal or written) with actions pupils have responded to.
- Address up to three errors in each category—grammar, punctuation, and spelling—focusing particularly on subject-specific vocabulary.

- Provide spelling feedback that is appropriate for the pupil's age and stage, considering their developmental level and phonics knowledge. Focus on scaffolding improvement without overwhelming the learner.
 - Provide correct words or phonics hints for younger pupils.
 - Encourage self-correction for older pupils.
 - Underline incorrect spellings and write "Sp" in the margin to prompt correction.
- Use peer marking and feedback, as well as self-assessment against success criteria.
- Use pupil support scale to indicate level of independence (e.g., SS2).
- Use purple pen for all marking; pupils respond in green pen.

Types of Feedback at WSF:

In Lesson Feedback (live marking)

How is it delivered?

- During lessons to individuals, groups, or the whole class; teachers, and supporting adults where appropriate, should circulate the room.
- Verbal feedback made in the moment
- Scaffolded marking for individual pupils
- Pausing the class to reteach/remodel worked examples.
- Sharing an example of pupil learning or a WAGOLL using the visualiser.
- Sharing answers for pupils to make corrections/improvements.
- Aligns to LO any steps to success that are shared.
- Pupils respond immediately to feedback using green pen.

Planned Feedback for the next lesson

How?

- Similar feedback can be given to the whole class this could be a commonly held misconception or shared next step.
- It is helpful to model the feedback process and use a visualiser to do this.

Peer and Self-Assessment

How?

- It is helpful to model successful peer and self-assessment as a process.



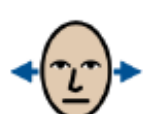
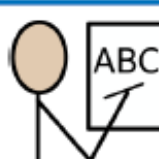








Marking Expectations by Subject:

Subject	Expectations
Writing	<p>Use conferencing and peer feedback.</p> <p><u>Immersion:</u> verbal feedback is the primary feedback strategy</p> <p><u>Skills Practise:</u> Learning that meets the LO should be ticked and use the WSF marking codes.</p> <p><u>Planning:</u> Learning that meets the LO should be ticked and use the WSF marking codes.</p> <p><u>Independent Writing:</u></p> <p>KPI grids must be included in every child's book following an independent writing task.</p> <p>Evidence should be highlighted directly in the child's work using a green highlighter.</p> <p>The corresponding KPI box on the grid should then be ticked.</p> <p>Teachers should no longer copy examples onto the grid, as this constitutes unnecessary duplication.</p> <p>A yellow highlighter must continue to be used to identify:</p> <ul style="list-style-type: none">○ Common exception words○ Words demonstrating spelling rules○ Punctuation marks <p>Ticks alone must not be used to evidence skills in independent writing.</p> <p><u>General Feedback</u></p> <p>To draw a child's attention to part of learning that you want the child to focus on, draw a purple box around the appropriate text.</p> <p><u>Year 6 Specific Requirements:</u></p> <p>Highlight evidence in green.</p> <p>Record specific grammatical structures selected by the child and explain how these choices meet audience and purpose.</p> <p>KPI grids for Year 6 will be adjusted in spring to remove exemplars, ensuring they do not guide pupils' responses.</p>

Reading	<p>Use conferencing and peer feedback.</p> <p>Verbal feedback is the primary feedback strategy. Use clarifying questions.</p> <p>To draw a child's attention to part of learning that you want the child to focus on, draw a purple box around the appropriate text.</p> <p>Use WSF marking code where there is a written outcome.</p>
Maths	<p>Use conferencing and peer feedback.</p> <p>Use ticks for correct answers and dots for misconceptions.</p> <p>To draw a child's attention to part of learning that you want the child to focus on, draw a purple box around the appropriate text.</p> <p>Use verbal prompts like "Explain" or "Prove".</p> <p>Encourage self/peer marking.</p>
Wider Curriculum	<p>Use conferencing and peer feedback.</p> <p>Verbal feedback is the primary feedback strategy. Use clarifying questions.</p> <p>To draw a pupils attention to part of learning that you want the pupil to focus on, draw a purple box around the appropriate text.</p> <p>Learning that meets the LO should be ticked and use the WSF marking codes.</p>

EYFS	<p>Use conferencing and peer feedback where appropriate.</p> <p>Verbal feedback is the primary feedback strategy.</p> <p>LO to be present on the piece of learning</p> <p>Teacher / LSA / HLTA to date the learning and annotate according to the area of learning.</p> <p>Teacher to scribes the child's 'voice' on emergent writing.</p> <p>EYFS marking code will be used to support pupils to become more independent learners (yellow highlighter to scaffold letter formation).</p> <p>All learning will be annotated as follows:</p> <ul style="list-style-type: none"> • CI – child initiated • AL – Adult Led • I – Independent <p>Written observations are linked to the Early Years Foundation Stage Development Matters age bands. This supports the tracking of individual children's progress and is used to inform the planning for the children's unique next steps.</p>
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WSF Marking Codes

 1 - LO achieved	 2 - LO partially achieved	 3 - LO not achieved
 SP - Spelling mistake	 HW - Handwriting	 FS - Finger spaces
 CL - Capital letters	 P - Punctuation	 G - Grammar
 ^ - Missing word	 // - New paragraph	 SS 1 - 5

Pupil Support Scale

The initial expectation is that pupils self-scaffold whilst the TA observes their performance. TAs should then intervene appropriately when pupils demonstrate they are unable to proceed. It is important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.

1	2	3	4	5	6
Correcting	Modelling	Clueing	Prompting	Self-Scaffolding	Independence
Pupil requires intensive support	Pupil requires substantial support	Pupil requires moderate support	Pupil requires some support	Pupil self-supporting with given resources	Pupil requires no support
<p>Pupil demonstrating</p> <p>Lesson objective can only be achieved with total support</p> <p>The pupil is unable to initiate any independent thinking.</p> <p>The pupil is unable to draw upon prior learning or knowledge.</p>	<p>Pupil demonstrating</p> <p>needing constant</p> <ul style="list-style-type: none"> Verbal reminders Visual reminders Prompted reminders Model and do <p>Pupil needs tasks to be broken down for session</p> <p>Pupil actively watches and listens, then tries step for themselves</p>	<p>Pupil demonstrating</p> <p>Pupil needs their attention drawn to a particular rule or strategy</p> <p>Pupil needs to be taken back a few steps as a structured reminder</p>	<p>Pupil demonstrating</p> <p>Pupil needs metacognitive support and encouragement</p> <ul style="list-style-type: none"> "What do you need to do first?" "What's your plan?" "You can do this!" <p>Pupil has a visual reminder and uses it independently</p>	<p>Pupil demonstrating</p> <p>Lesson objectives can be achieved with no support</p> <p>Pupil needs no</p> <ul style="list-style-type: none"> Prompts Cues Reminders 	<p>Pupil demonstrating</p> <p>Pupil demonstrates spontaneous use of skills required inside and outside of attention focused sessions, paired learning or independent tasks</p>
<p>Pupil is supported by</p> <ul style="list-style-type: none"> Being shown answers Being told answers Copying answers Repeating answers verbalised by support 	<p>Pupil is supported by</p> <ul style="list-style-type: none"> A Choice of two answers A form of cue articulation A correct answer or response and a different example A Sign, symbol or visual Closed questioning 	<p>Pupil is supported by</p> <p>Retrieval of key information through</p> <ul style="list-style-type: none"> A small clue Closed and open questioning More discreet visual or verbal prompting Scaffolding support, word bank, task board, working wall 	<p>Pupil is supported by</p> <ul style="list-style-type: none"> Refocus of attention Encouragement A retrieval strategy Reminder of a self-help strategy 	<p>Pupil is supported by</p> <ul style="list-style-type: none"> TA observing Giving processing time Working walls and directed by staff to self-help strategies 	

Stuart Bonney 2021

