



Twickenham
PRIMARY ACADEMY

Feedback and Marking Policy Whole School and EYFS

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Schedule

Policy	TPA Feedback and Marking Policy
Review schedule	Every 3 years
Statutory Policy	Yes
Policy owner	Principal
Lead Reviewer	Principal
Approver and date of last approval	Principal March 2026
Key review dates	Changes made
01/09/2017	Written
01/09/2020	No changes
01/04/2022	Changes based on teacher wellbeing and workload audit from school and guidance from EEF research
01/03/2023	No changes
01/09/2024	Changes based on recent research and to make marking codes clearer.
01/03/2026	Reviewed by Principal
Next review date: March 2029	

Introduction

At Twickenham Primary Academy, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell pupils when they are wrong.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. The DFE expert group emphasised that marking should be meaningful, manageable and motivating. We have also taken note of the advice provided from the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our Policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Written comments should only be used where they are accessible to pupils according to age and ability.

- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and Marking in Practice

It is vital that teachers evaluate the work the children undertake in lessons, and use the information obtained from this to adjust their teaching. Feedback occurs at one of three common stages in the learning process.

1. Immediate Feedback – at the point of teaching
2. Summary Feedback – at the end of a lesson/task
3. Review Feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be the most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching. At TPA these practices can be seen in the following ways:

Type	What it looks like
Immediate Feedback	<ul style="list-style-type: none"> -Includes teacher gathering feedback from teaching, including w/bs, book work etc -Takes place in lessons with individuals, small or whole groups -Often given verbally to pupils for immediate action -May involve the use of a teaching assistant to provide support or further challenge -May re-direct the focus of teaching or the task

	-May include annotations according to the marking code
Summary Feedback	<ul style="list-style-type: none"> -Takes place at the end of a lesson or activity -Often involves whole groups or classes. -Provides an opportunity for evaluation of learning in a lesson -May take form of self or peer assessment against an agreed set criteria -In some cases, may guide a teacher's further use of review feedback, focusing on areas of need
Review Feedback	<ul style="list-style-type: none"> -Takes place away from the point of teaching -May involve written comments/annotations for pupils to read/respond to -Often involves whole groups or classes (could involve whole class activities such as '3,2,1' or 'In a nutshell' or a guided walk through of a marvellous mistake.) -Provides teachers with opportunities for assessment of understanding -Leads to adaptation of future lessons through planning, grouping or adaptation of tasks -May lead to challenges/next steps being set for pupils' future attention or immediate action

Marking approaches

All work will be acknowledged in some form by class teachers. In maths, this is through highlighting correct answers in green pen; in English this is through marking of the key skill being taught; in foundation subjects this is through ticks to indicate whether that WALT has been achieved.

Written marking and comments should be used where meaningful guidance can be offered which has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

Where written feedback is recorded in a child's book, the child is then expected to respond to the marking and act on the comment/next step. Examples of this marking may be for improving a word choice, rewriting a calculation, adding additional detail to a piece of work or responding to a question. Sometimes a comment is used to move the child's learning on with a challenge or for them to try. Children are given time at the start of a lesson, to read and consider the written feedback the teacher has provided and respond to marking.

Children are encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Marking of spellings

It is important to note that the marking focus is always on the lesson learning. Therefore, not all spelling mistakes will be corrected or highlighted for children to self-correct. Children will be encouraged to self-check spellings and use dictionaries to help. Children may be given

some of their key target spelling words to spell correctly as part of their next step. The maximum number of spellings to correct should be 5 linked to the key learning.

Progress pens

Children edit and correct their work independently using the purple coloured pen. From Y2 to Y6, all adult feedback, whether verbal or written should be responded to in purple pen.

Marking expectation

There is no expectation of a certain number of 'deep marks' per week; the marking should match the type of task and the child's needs. During 'assessment week' teachers may use only the WALT tick system rather than any other marking.

Minimising Workload

Teach pupils the skills of self-checking

Teaching self-checking involves teaching pupils to think deeply about the work they have just learnt. Otherwise, they might just scan through their work, reading but not really thinking. When you think deeply about something, it is much more likely to get stored in your long term memory. To get pupils thinking about their work, we sometimes scan in work to model ways of checking (as an alternative to providing answers). We expect pupils to do the same. With this in mind, we need to make the difference between proofreading (error spotting) and editing proper (improving content) more obvious. With the expectation that everybody, including those who think their work is beyond improvement, work hard on redrafting their content just like adult writers.

This needs to be explicitly taught and demonstrated.

Marking and feedback in the moment

Where possible, teachers and students should pick up on pupil errors and 'mark' as much as possible during the lesson. It should not be the case that pupils get to the end of a lesson with huge misconceptions in an area e.g. a whole page of incorrect answers to 2 x table questions. Although, on occasion, it may be that a child is not yet ready for the concept and you have stopped them after 2-3 questions to provide support, scaffolds or task adaptations. Teachers will indicate this with a VF next to the support given.

Ensuring pupil progress

After a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills or incredible successes. They then sort the books into 3 piles, as needed:


- Children who didn't fully grasp the concept taught or need more practice
- those who showed good understanding
- those who did particularly well.

Teachers tick each piece of work to show it has been checked. Using the WALT tick code. Teachers note any parts of work that are worth sharing as good examples.

Whilst marking and quick checking the books, teachers make notes (which can be in their heads) on the key messages to feedback to pupils at the start of the next lesson/ ensure that the lowest book pile receives intervention support or pre-teaching before the next lesson.

Marking Codes used at TPA

Marking code for pupils' books Year 2 - Year 6




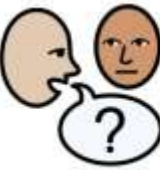
TPA Marking Code

When I see a green tick or **green highlight** I have achieved the learning.

If something is left blank or underlined, then I have made a marvellous mistake!

Something needs to change.

I can ask my teacher if I need help.



EYFS and Y1 English

WALT	We are learning to
✓	I'm getting there
✓✓	I feel confident
I	Independent
S	Supported
G	Group
☆	what I did well
↙↘	next step
🎵	sounding out
👉	finger spaces
•	full stops
C	capital letters
abc	handwriting
👁️👁️	check your work
sp	spelling

EYFS and Year 1 Mathematics

Mark Scheme for EYFS Maths

WALT	We are learning to
✓	I'm getting there
✓✓	I feel confident
I	Independent
S	Supported
G	Group
☆	what I did well
↙↘	next step
2 2 2	number formation
👁️👁️	check your work



MARKING CODES MATHS Y2-Y6

Code	Key
Green highlighter	Correct answers / reasoning
Dot by answer	Areas to improve
S	Support (and how e.g., resources, group, modelling...)
I	Independent
✓	Single tick by WALT → WTS
✓ ✓	Double tick by WALT → EXS
✓ ✓ ✓	Triple tick by WALT → GDS
VF	Verbal Feedback
	Next step

MARKING CODES - ENGLISH Y2 - Y6

Code	Key
Green highlighter	Good features in line with the WALT / steps to success
Green underlining	Areas to improve
S	Support (and how - e.g., word mat, shared ideas, verbal prompts...)
I	Independent
//	New paragraph
O	Circle round a single error (e.g., capital letter or missing word)
✓	Single tick by WALT → WTS
✓ ✓	Double tick by WALT → EXS
✓ ✓ ✓	Triple tick by WALT → GDS
VF	Verbal Feedback

Next step may also be used in English as needed.

