

# Feedback and Marking policy

Henry David Learning

Woodfield School



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*One study estimates that the impact of rapid feedback on learning is 124 times more effective than reducing class sizes (Sutton Trust, 2011)*

Effective learning takes place when pupils understand what they are trying to achieve and why it is important. It is key that pupils know the outcome for the lesson as this gives a focus enabling them to review their own progress and to see if they achieve the objective. Because of the nature and diversity of pupils at Woodfield, it is our policy to differentiate the expectations and response given to pupil's depending on the age, aptitude and level of communication of the individual. In order to make the expectations and response to pupils' work appropriate to individuals, it may be written, verbal, symbolic or a mixture of these.

The purpose of marking and feedback is to support learning in such a way that progress is made. Feedback will always be constructive and sensitive and will comment on the work rather than the pupil, although it is useful to also reflect on the pupil's effort and engagement in the task.

At Woodfield School we see assessment as an integral part of teaching and learning. Day to day assessment of pupils is used to inform planning. There are clear protocols around annotation and recording. The principle purposes of feedback are to give positive reinforcement, build self-esteem and give constructive feedback with appropriate responses.

At Woodfield School marking and feedback is most effective when:

- 1) Given regularly and promptly
- 2) Has clear expectations of pupils and sets realistic goals, recognising the different aptitudes and abilities of individuals, and their learning styles
- 3) It actively involves pupils in the marking process whenever it is possible or appropriate
- 4) Seen by pupils as useful and they respond where appropriate
- 5) Comments are constructive to foster resilience
- 6) It relates to the learning or assessment outcome and informs future planning.

### **1. Whole school procedures to formative assessment**

- a) Pupils will receive live marking most lessons as a form of acknowledgement of their effort and to address any misunderstanding in their knowledge. This will be in the form of a green pen tick and instant verbal feedback. Comments should promote high expectations for all.
- b) Pupils will receive more formal written feedback (on average) once per term. Feedback will identify strengths of the work in relation to the learning objectives and will use the acronym WWW (what went well) and EBI (even better if) to identify pupil's next steps.
- c) When receiving feedback, pupils should be given adequate opportunity to process and make an appropriate written reflection in their books.
- d) Giving marks out of 10 or a percentage should be avoided (except on agreed pieces) as this will lead to pupils ignoring the advice and targets do not show pupils how to make progress.
- e) Some work may be self or peer-assessed where age-appropriate; pupils identify strengths and weaknesses of their own work in line with the agreed criteria.
- f) A pupil's performance should not be compared with others. The only comparisons should be with the pupil's own previous performance.

### **2. Whole school procedures to summative assessment**

- a) Each subject will demonstrate when key assessments (and other forms of feedback) will take place. Agreed pieces of work, as identified in the schemes of work, will be given grades as appropriate.
- b) At least one key piece must be completed at the end of each topic, and this may be in the form of an end of topic test for core subjects, or research and project-based tasks for other subjects.
- c) These key assessments will form the basis of the information required for whole school data collections
- d) Teachers are expected to record all pupil marks on the school shared marksheets on Arbor.

3. **Written comments on key assessment tasks will clearly identify targets/next steps for learning and be challenging, achievable and time related.**
- a) Feedback from teachers will be written in green ink.
  - b) Good quality feedback will help a pupil to improve by showing them what they need to do to move their work on to the next grade.
  - c) Advice needs to be specific and clear; 'closing the gap' lesson time must be built in, and pupils will write in purple ink.
  - d) Prompts and scaffolding can be used to aid clarity.
  - e) Pupils should be familiar with what is required for work at different grade levels; teachers should make use of exemplar work.
4. **Pupils will record targets and next steps for learning, lessons will have time systematically built in for reflection and 'closing the gap'**
- a) Time should be allocated for pupils to correct or improve work after written feedback has been given.
  - b) During 'closing the gap' time pupils should respond and articulate, based on teacher feedback empowering them to become more independent learners.
  - c) 'Closing the gap' time should be embedded in all schemes of work and sequences of lessons.
  - d) Pupils should close the learning gap using purple ink.

**Subject Marking: Comment Feedback Upper School**

WWW: What Went Well		EBI: Even Better If	
1	Excellent recall of the main facts, Keep it up!	a	You can show your workings for specific numerical operations such as division, fractions etc.
2	All tasks are fully complete as you have followed instructions! Well done.	b	You can demonstrate your technical skills through planning for your finished product.
3	Presentation of work is superb! You show pride in your work	c	You answer in full sentences using correct punctuation.
4	You have used the skills learnt to complete the task – fantastic!	d	You continue to improve handwriting and presentation and stick in loose sheets.
5	You can make connections to other subjects, superb!	e	Use subject specific vocabulary and spelling in your work.
6	You have used curiosity and imagination. Well done	f	You can demonstrate using taught skills in your delivery.
7		g	

REMEMBER : USE PURPLE PEN TO IMPROVE YOUR EBI COMMENT AND ASK IF UNSURE

**Subject Marking: Comment Feedback Upper School**

WWW: What Went Well		EBI: Even Better If	
1	Well done, you have remembered the main words	a	You can use your maths symbols and units
2	You have followed instructions! Well done.	b	You can check your spellings using a dictionary.
3	Your book is neat and tidy - superb!	c	You can answer in full sentences using punctuation.
4	You have learnt to use the correct tool for the job – fantastic!	d	You can improve your handwriting.
5	You can work in a team – amazing!	e	You can use main subject words in your work.
6	You have shown curiosity and imagination. Well done	f	You can pick out and use the right tools for the job
7		g	

REMEMBER : USE PURPLE PEN TO IMPROVE YOUR EBI COMMENT AND ASK IF UNSURE

**Subject Marking: Comment Feedback Lower School**

WWW: What Went Well		EBI: Even Better If	
1	Well done, you have worked with others	a	You can share a game with others
2	You have listened to others! Well done.	b	You can sit and listen to a short story.
3	You can wait your turn - superb!	c	You can name your shapes.
4	You can write words on the line – fantastic!	d	You can form letter shapes and sound them.
5	You can let adults know what you want	e	You can recognise your feelings using pictures.
6	You know more, less and same as. Well done	f	You can choose the best tool for the job
7		g	

REMEMBER : USE PURPLE PEN TO IMPROVE YOUR EBI COMMENT AND ASK IF UNSURE

**Subject Marking: Comment Feedback Lower school**

WWW: What Went Well		EBI: Even Better If	
1	Good listening –well done 	a	You can now share with others 
2	You can now form letter shapes 	b	You can now sit and listen to a short story. 
3	You can now trace your shapes 	c	You can now copy your shapes and letters. 
4		d	

REMEMBER : USE PURPLE PEN TO IMPROVE YOUR EBI COMMENT AND ASK IF UNSURE

**5. Work will be marked for ‘language for learning’ according to the policy**

- a) Whole school coding should be used by all subject staff and displayed in each classroom.

Symbol	Meaning of symbol
√	Good work/point made
√√	Excellent work/ point made
©	Capital letter needed
X	Needs correction/misunderstanding
Sp	Spelling error – please correct
P	Punctuation mistake – please correct
//	New paragraph needed
?	This doesn’t make sense/ redraft needed
Gr	Poor sentence structure or grammatical error/redraft needed
TA Sup	Work supported by an adult
Ind	Independent work -well done

**6. The quality of written work will be monitored via the Woodfield Standard**

- a) Pupils must not graffiti, doodle or scribble on their work, worksheets or resources. Errors should be neatly crossed out.
- b) Pupils should always clearly title and date their work and ensure that they finish pieces of work so that notes can be used in the future as revision resources.
- c) Handwriting must be clear and easily legible. Pupils can use a laptop where their EHCP recommends as the normal way of working. This can then be printed and stuck into books.
- d) Diagrams and pictures should be drawn carefully with a sharp pencil and ruler.
- e) Teachers should support pupils to fix/attach any loose worksheets or resources.
- f) The quality of written work must be valued and taken care of by pupils.

**Roles and Responsibilities**

<p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>Know which key pieces of work will be formally assessed and when</li> <li>Ensure written work focuses on learning objectives and outcomes</li> <li>Provide written feedback that highlights strengths and identifies the ‘next steps for learning’.</li> <li>Give pupils time to reflect on the feedback, and ‘close the gap’.</li> </ul>	<p><b>Leadership team</b></p> <ul style="list-style-type: none"> <li>Monitor the quality and consistency of marking and written feedback.</li> <li>A scrutiny of work should take place across all year groups at least twice a year and issues discussed across the school.</li> <li>Ensure moderation and standardisation of work takes place across all year groups.</li> </ul>
<p><b>Success Criteria</b></p> <p>We have successfully implemented our policy when:</p> <ul style="list-style-type: none"> <li>Work sampling shows that our principles are adhered to.</li> <li>Pupils know and are able to talk about their next steps for learning.</li> </ul>	<p><b>Action/By whom</b></p> <ul style="list-style-type: none"> <li>Work sampling undertaken by the Leadership Team</li> <li>Pupil voice activities led by the Leadership Team.</li> <li>Line management meetings to discuss progress.</li> </ul>

### **Reporting to parents**

Parents are informed about the achievement, progress and wider outcomes of their child through termly parent open days, EHCP annual reviews and end of term year reports. Achievement is also shared with the parent/carer through school Arbor Management Information System.

### **Monitoring**

This policy will be reviewed every 2 years by the Leadership Team. At every review, the policy will be shared with the Proprietor and school staff. All teaching staff are expected to read and follow this policy.

The Leadership Team will monitor the effectiveness of assessment practices across the school, through:

- Learning walks
- Lesson observations
- Analysis of pupil data
- Subject specific moderation activities
- Annual reports

### **This assessment policy is linked to:**

- Curriculum policy
- Continuous Improvement Policy
- Exam Policies
- SEND Policy