Feedback and Marking Policy

DRYBROOK SCHOOL

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Approver	Local Governing Body
Review frequency	Tri-Annually
Review date	2nd December 2028

Drybrook's feedback policy is underpinned by evidence of best practice provided by the Education Endowment Fund (EEF) and other leading educational research.

What is Marking and Feedback?

At Drybrook, we believe that all feedback should be specific information given to the learner about their performance relative to learning goals. It should aim to (and be capable of) producing improvement in pupils' learning. If learning happens when we think hard, feedback should seek to provoke thought. Therefore, it should provide hints and clues but make pupils work for 'the answer'.

Research suggests that feedback should provide more detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills. In order to do this, feedback must:

- be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct")
- compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...")
- encourage and support further effort and be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong
- be supported with effective professional development for teachers.

Please consider the following definitions and principles:

Marking	**Feedback**
Summative	Formative
Assessment of Learning	Assessment for Learning
Measures learning	Moves learning forward
Directs thinking	Provokes thinking
Solves	Suggests
"You should…"	"How could you…?"

At Drybrook we understand that marking is only one form of feedback. We acknowledge that feedback comes in a variety of forms. We are conscious of the demands on teacher's time and workload and we recognise that teachers' time is a precious resource and therefore strive to ensure any time given to marking and feedback is efficient and effective. We recognise that when it comes to feedback, one size does not fit every pupil, lesson, subject or key stage. It should be a collaboration of creative ways to gather evidence for progress and move learning on. Teachers may use many different approaches to feedback as outlined in our Feedback and Marking Menu (Appendix A). We encourage our staff to use their own professional judgement on how to give feedback effectively to the children in their class. As a staff, we continue to work on the best practice in the delivery of Marking and Feedback through continuous professional development.

Our Aim

At Drybrook, our aim is to ensure we make use of the definitions and principles outlined by research to ensure that our feedback to our children is most effective. We understand that it is crucial that feedback should result in more work for the pupil than the teacher. We know that assessing, feeding back and then following with 'action' will lead to better improvement outcomes. When we are successful, teachers will report that if they mark, question or assess in any way shape or form it should be with the view to taking action and not ticking boxes. They will report that they are clear how they spend their valuable time giving feedback.

Through effective use of feedback we aim to:

To provide clarity – ensuring pupils are clear on precisely what they should be doing. Providing feedback that points out misconceptions and provides clarification.

To get pupils to increase effort – getting pupils to understand what they should be doing as well as encouraging and motivating them to actually do it.

To get pupils to increase aspiration – ensuring that once a goal has been met or exceeded, pupils are aiming for something more challenging. No challenge means no mistakes and no mistakes means that feedback is unlikely to be useful.

When we are successful, the children will report that they are clear on how to use this feedback to move their own learning on and that they celebrate their mistakes as an opportunity to learn.

Assessment for Learning

In every lesson or learning activity, at Drybrook teachers use **WALT** as a learning objective and **WILF** as a success criteria.

- **WALT = We Are Learning To –** this is the lesson objective
- **WILF = What I'm Looking For –** these are the success criteria. The steps which need to be made to achieve the WALT.

We mark against the Learning Objective (WALT) in any piece of work with a dot, one tick or two ticks.

At Drybrook, teacher's feedback will always reflect on the learning – the WALT and/or WILF. Teachers will spend time making these explicit to the children.

Marking Code

At Drybrook we understand that the planning for high quality curriculum content is a large demand on teacher's time and workload. We understand that often written marking can become a proxy for feedback which can become a significant pressure point for teachers. Excessive focus on marking books means other things that make a difference to learning, like adapting planning, do not get done. To lessen the demands marking has on teacher workload, at Drybrook we use the below Marking Code across the entire curriculum. We ensure that everyone is clear on the marking code as research suggests that there is no difference between the effectiveness of coded or uncoded feedback, providing that pupils understand what the codes mean. Please see below:

Drybrook Marking Code

Purple Pen	Children use this to show their own improvements/editing and revising of learning Children tick or dot in purple. This is used for peer and self-marking work
Green Pen	Teachers and teaching assistants mark in green pen
	Dot against WALT = good try or WALT/WILF not met If a dot is placed against the WALT, support or intervention will follow *This could also highlight an incorrect answer*
 **Pink to Think**	Highlight mistakes that children can correct independently in pink. Children look for the pink in their book when receiving their feedback. Pink to think. Children then respond to the comment
	One tick against WALT = good work/WALT/WILF/target **partially** achieved Pupil working towards
	Two ticks against WALT = great work/WALT/WILF/target achieved Pupil securely **AT** *Teachers may wish to double tick parts of work that is demonstrating that the children are meeting the LO (WALT)*
 or **SP**	Spelling mistake/error
S	Significant supported learning from the teacher or teaching assistant

Effective Marking and Feedback

At Drybrook we prioritise the quality of Marking and Feedback in Reading, Writing and Maths and dedicate more time to Marking and Feedback in these subjects.

However, in all subjects, work by the children is celebrated through the use of ticks, stamps, stickers and smiley faces and every Learning Objective (WALT) is assessed by the teacher.

Early Years

In the Early Years setting, staff will use verbal praise and rewards building to the more formal written marking code.

Effective Marking and Feedback in Maths

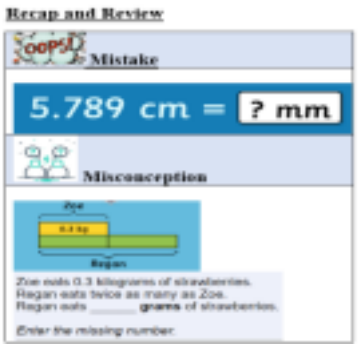
In Maths lessons, as much as possible, work is marked in the lesson with the children providing them with immediate feedback. Children will mark their learning in purple. Ticking correct answers and dotting incorrect answers. Teachers will then take in the children's books to assess their work against the WALT.



With this in mind, at Drybrook we believe that whole-class oral feedback and instruction is the most efficient system for managing pupil progress between assessments. We do this by looking through children's learning during and after every lesson and considering the strengths, mistakes and misconceptions of the entire class. At the start of the lesson the teacher looks at what the children were doing well and what mistakes were made as a class. Children during this time will have the previous lesson's work in front of them so they can edit and address any of their own mistakes.

This is then translated into a slide at the start of the next lesson's presentation. This forms part of the recap and review process of every lesson.



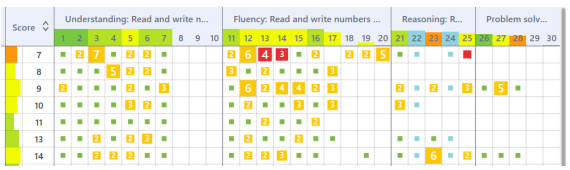


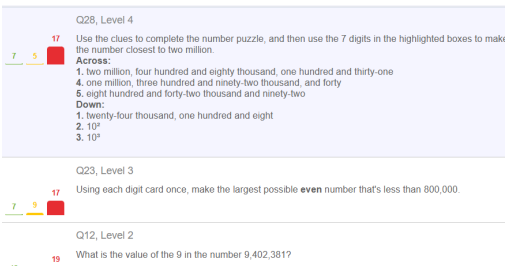
Lesson-by-Question (LBQ) Feedback

To ensure feedback is purposeful and impactful, each lesson will begin with a structured review of pupil learning from the previous session. This process is designed to celebrate success, address misconceptions and correct mistakes in a supportive way.

Implementation

- Each lesson begins with a short feedback session (strengths, misconceptions, mistakes) to consolidate learning. Which is taken from the lesson summary.



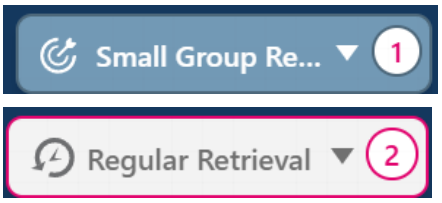



Strengths: Teachers identify and share examples of strong learning from the previous lesson.


Misconceptions: Teachers highlight common misconceptions identified through pupil responses on their LBQ tasks.
These are addressed explicitly, with opportunities for pupils to discuss and explore why the misconception occurred.



Mistakes: Mistakes are reviewed constructively to support a growth mindset.
Teachers model how to identify and correct errors.

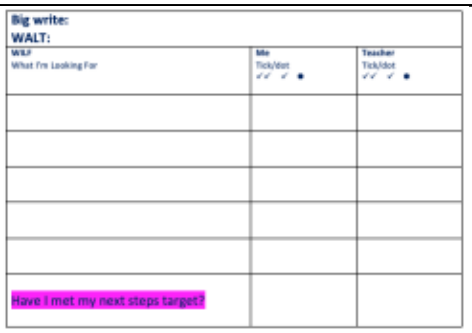


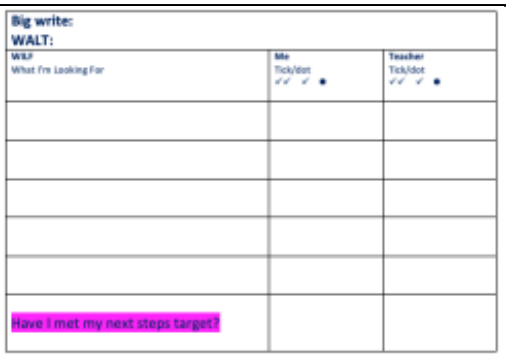
Teachers decide which children need rapid intervention through small-group retrieval, ensuring misconceptions are addressed promptly and pupils are supported to keep up.
Regular whole-class revisits are planned to reinforce key concepts and ensure long-term retention of knowledge and skills.

Effective Marking and Feedback in English Writing

After any writing, and in any subject, teachers should provide feedback on literacy; for example, addressing misspelling of key terms, lowercase proper nouns and other punctuation errors. At Drybrook, we understand that if we do not correct spelling, punctuation and grammar (SPaG) in all books we give implicit authority to pupils to continue making the same mistakes. We must maintain high expectations for the basics of sentence construction and presentation in all subjects. When marking and giving feedback in English Writing lessons teachers are given the autonomy to select the feedback that best suits the lesson. Please see guidance below:

Learning Task	Marking and Feedback Suggestion
Shared Writing	Teachers would only mark or comment on the independent part of the shared writing process. Teacher or children acknowledge the shared part of the writing is shared by writing 'shared' next to the paragraph/s in the margin.
Guided Writing	The teacher should then add VF and 'S' to the top of the work to indicate that the children had support with this writing.
Independent Writing (Short Burst Writing)	Teachers may quick mark independent writing using the English Writing Marking Code. Teachers would mark against the WALT with a dot, one tick or two ticks and provide a next step comment.

	 Children may wish to peer or self assess independent writing against an agreed success criteria (WILF) Children are given time to edit work and address next steps.
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Assessed Writing (Big Writes)	Assessed pieces of writing will always be marked on a printed success criteria for the children and not on the children's work.



Big write: WALT:		
WILF What I'm Looking For	Me Tick/dot ✓✓ ✓ ●	Teacher Tick/dot ✓✓ ✓ ●
Have I met my next steps target?		

Children will tick against the success criteria and be able to demonstrate in their work where they have met the WILFs before submitting their work. Children may write in their current writing target and tick if they have achieved that target in that piece of writing.

Teachers will then also mark the success criteria. Teachers will write in the target box if the child will continue with the same writing target or begin working on a new writing target.

Teachers will give feedback to children individually after a Big Write assessed write. During this conferencing time, teachers and children will discuss where they did or did not meet the success criteria and where they did or did not meet their targets. They will discuss how the work could be improved, what they did well on the work and most importantly the teacher will divulge how the writing made them feel and the effect it had on them as the reader.

If children are redrafting or editing an assessed piece they must complete this on a photocopy of their work or separate paper, particularly if they are in year 6.

Children will complete at least 2 Big Writes every half term.

Effective Marking and Feedback in English Guided Reading

In every lesson shared questions and independent reading questions that children have tackled are marked by the children following the teacher's modelling of how it should have been answered. Self and Peer marking is used mostly in this lesson as the feedback has to be immediate whilst the text, character and context is fresh in the children's minds.

Best answers are celebrated and shared with the class.

Effective Marking and Feedback in the Wider Curriculum

The type of feedback pupils receive in wider curriculum subjects varies according to the nature of the subject. In subjects such as PE, drama, art, DT and music, a significant proportion of effective feedback is verbal and given in the moment while pupils are working. Immediate feedback during practical work ensures misconceptions are addressed quickly and pupils can apply improvements straightaway.

In all wider-curriculum subjects, teachers will still assess learning against the WALT for each lesson. Written feedback may be minimal, but teachers will celebrate effort and achievement through ticks, stamps or brief comments where appropriate.

Crucially, **feedback gathered through live marking, verbal responses and checking pupils' work is used to inform future planning**. Teachers review pupils' learning at the end of each session and use this information to:

- identify misconceptions
- recognise strengths and progress
- plan adaptations for the next lesson
- decide whether further retrieval, modelling or scaffolding is required

This ensures that marking and feedback in the wider curriculum directly shapes the sequence of learning and supports pupils to build secure knowledge over time.