



Primary Marking and Feedback Policy

Last Reviewed: June 2026

Reviewed by: Deputy Head of Primary – Academics

Next Review: June 2027

Part I – Foundations

1. Purpose

This policy is underpinned by the NISL Flourishing Framework, which provides the shared foundation for character development, wellbeing, belonging and excellence across the school community. Through high expectations, positive relationships and a commitment to inclusion and safeguarding, we seek to create a safe, respectful and purposeful environment in which every pupil and member of staff can flourish.

At Newton International School – Lagoon Campus, marking and feedback are recognised as integral components of excellent teaching rather than isolated processes that occur once learning has taken place. Effective feedback forms part of a continuous cycle of teaching, assessment, reflection and responsive instruction that enables every pupil to know more, remember more and apply their learning with increasing confidence.

Within our school, feedback is understood as a relational process that strengthens learning through meaningful dialogue between teachers and pupils. It celebrates achievement, identifies misconceptions, promotes reflection and provides clear guidance that enables pupils to make sustained progress over time. Whether delivered verbally, through written guidance, live within lessons or through structured self and peer assessment, feedback should always seek to move learning forward whilst maintaining pupils' confidence, motivation and wellbeing.

The school believes that pupils flourish when they experience high expectations alongside high levels of support. Marking and feedback therefore contribute not only to academic attainment but also to the development of resilience, self-regulation, independence, responsibility and reflective thinking. Effective feedback enables pupils to become active participants in their own learning, developing the knowledge, skills and dispositions required to become confident, lifelong learners.

Feedback should never be viewed simply as correction. Instead, it should provide opportunities for pupils to celebrate success, recognise progress, respond to guidance and develop increasingly sophisticated approaches

to evaluating and improving their own learning. Every interaction between teacher and pupil has the potential to strengthen understanding, develop confidence and reinforce positive learning behaviours.

This policy reflects the principles established within the NISL Flourishing Framework and should be read alongside the Teaching and Learning Policy, Assessment Policy, Safeguarding and Child Protection Policy, SEND Policy and Wellbeing Framework. Together these policies establish a coherent approach through which assessment, feedback, wellbeing, safeguarding and excellent teaching are understood as interconnected aspects of a flourishing educational community.

2. Educational Rationale

High-quality feedback is consistently recognised as one of the most effective approaches for improving pupil outcomes. At NISL, marking and feedback are embedded within responsive teaching, enabling teachers to identify pupils' current understanding, celebrate success and adapt future teaching to meet individual learning needs.

The purpose of feedback extends beyond identifying mistakes. It enables pupils to:

- understand what success looks like through clear learning intentions and success criteria;
- recognise and celebrate strengths within their learning;
- identify misconceptions and areas requiring further development;
- receive timely guidance that moves learning forward;
- reflect critically upon their own work and increasingly regulate their learning independently;
- develop resilience by understanding that improvement is achieved through effort, reflection and purposeful practice;
- strengthen long-term learning through retrieval, rehearsal and deliberate practice;
- develop confidence by recognising personal progress over time;
- engage in meaningful dialogue with teachers and peers that supports continuous improvement.

Feedback also enables teachers to make informed professional decisions by identifying emerging misconceptions, evaluating the effectiveness of teaching strategies and planning responsive interventions that meet the needs of all learners.

The school believes that feedback is most effective when it is timely, specific, manageable and acted upon. Feedback should therefore form part of a continuous learning dialogue rather than a one-off event.

3. Vision

At Newton International School – Lagoon Campus, we aspire to develop learners who demonstrate curiosity, resilience, independence and a genuine commitment to continuous improvement. Marking and feedback contribute significantly to this vision by establishing classrooms where mistakes are viewed as opportunities for learning, reflection is valued and improvement is celebrated.

Effective feedback creates a culture in which pupils:

- understand the purpose of their learning;
- recognise that progress is achieved through reflection and perseverance;
- take increasing ownership of improving their work;
- value constructive feedback as an essential part of learning;
- support one another through respectful collaboration and peer dialogue;
- develop confidence through consistent recognition of effort, progress and achievement.

Feedback should therefore reinforce the school's commitment to human flourishing by ensuring every pupil feels known, valued, supported and challenged within an inclusive learning environment where high expectations are balanced with encouragement, compassion and relational practice.

4. Guiding Principles

The implementation of marking and feedback across the Primary School is underpinned by the following principles.

- **Purposeful**

Every act of feedback should have a clearly defined educational purpose that supports future learning. Feedback should move learning forward rather than simply evaluate completed work.

- **Timely**

Feedback is most effective when delivered at the point where it has greatest impact. This may occur before learning begins, during lessons through live feedback or following independent work.

- **Responsive**

Feedback should inform responsive teaching. Teachers should continually adapt explanations, questioning, modelling and support in response to pupils' understanding.

- **Inclusive**

Feedback should be accessible, appropriately differentiated and responsive to the needs of all learners, including pupils with SEND, EAL and additional learning needs. Every pupil should experience success and understand how to continue improving.

- **Relational**

Feedback should strengthen positive relationships between teachers and pupils through respectful dialogue, encouragement and shared commitment to improvement.

- **Developmental**

Feedback should recognise success whilst providing achievable next steps that encourage pupils to deepen understanding, refine knowledge and become increasingly independent learners.

- **Sustainable**

Marking practices should maximise impact whilst remaining manageable for teachers. The quality of feedback is significantly more important than the quantity of written marking. Feedback systems should support excellent teaching without creating unnecessary workload.

- **Flourishing**

Above all, feedback should contribute positively to pupils' academic development, confidence, wellbeing and character formation, enabling every learner to flourish both within school and beyond it.

Part II – Principles of Effective Marking and Feedback

5. Roles and Responsibilities

Effective marking and feedback are founded upon a shared commitment between leaders, teachers, support staff, pupils and parents. Every member of the school community contributes to creating a culture where feedback is viewed as an essential part of learning, reflection and continuous improvement. Through consistent expectations and collaborative practice, feedback becomes a powerful vehicle for raising attainment, strengthening relationships and enabling every pupil to flourish.

5.1 The Role of Senior Leaders

Senior leaders are responsible for establishing a coherent whole-school approach to marking and feedback that reflects the school's vision, values and commitment to excellent teaching. They ensure that feedback practices remain evidence-informed, manageable for staff and consistently focused on improving pupil outcomes.

Senior leaders will:

- ensure the Marking and Feedback Policy remains aligned with the NISL Flourishing Framework, Teaching and Learning Policy, Assessment Policy and Safeguarding Policy;
- promote a consistent approach to feedback across all phases and curriculum areas;
- monitor the quality, consistency and impact of marking and feedback through lesson observations, work scrutiny, learning walks, pupil voice and professional dialogue;
- ensure feedback practices remain proportionate and manageable whilst maintaining high expectations for learning;
- provide high-quality professional development that strengthens teachers' understanding of effective feedback and responsive teaching;
- evaluate the impact of feedback on pupil progress, wellbeing and teaching quality as part of the school's quality assurance processes;
- review the policy regularly to ensure it continues to reflect educational research, best practice and the evolving needs of the school community.

5.2 The Role of Teachers

Teachers play the central role in ensuring that marking and feedback contribute meaningfully to pupil progress. Feedback should form an integral part of everyday teaching rather than being viewed as an activity completed after learning has finished.

Teachers are expected to:

- establish a classroom culture where feedback is welcomed, understood and acted upon positively;
- provide timely feedback that celebrates success whilst identifying clear next steps for improvement;
- use a combination of live verbal feedback, written feedback, modelling, questioning and assessment for learning strategies to maximise pupil progress;
- ensure feedback is closely aligned to the learning intention (WALT), success criteria (WILF) and intended learning outcomes;
- differentiate feedback appropriately so that it meets the needs of pupils with SEND, EAL, additional learning needs and varying levels of prior attainment;
- provide opportunities for pupils to respond meaningfully to feedback through reflection, editing, improvement and Purple Pen response activities;
- use feedback to identify misconceptions and adapt future teaching through responsive planning;
- maintain consistently high expectations whilst recognising individual starting points and celebrating progress;
- ensure marking remains purposeful, proportionate and sustainable, prioritising impact over volume;
- foster positive relationships through respectful, encouraging and developmental feedback.

Teachers should recognise that the most effective feedback often occurs during learning through skilled questioning, modelling and immediate intervention rather than exclusively through written marking.

5.3 The Role of Teaching Assistants

Teaching Assistants make a valuable contribution to the school's feedback culture by supporting learning through timely intervention, skilled questioning and constructive dialogue with pupils.

Teaching Assistants should:

- reinforce learning intentions and success criteria during guided learning;
- provide immediate verbal feedback that supports understanding and confidence;
- work collaboratively with teachers to identify misconceptions and pupils requiring additional support;
- contribute to assessment information where appropriate;
- encourage pupils to become increasingly independent in responding to feedback;
- support inclusive practice through appropriate scaffolding and adaptive teaching strategies.

All feedback provided by Teaching Assistants should reflect the principles and expectations outlined within this policy.

5.4 The Role of Pupils

Pupils are active participants within the feedback process. They are encouraged to engage thoughtfully with feedback, reflect upon their learning and increasingly take responsibility for improving their work.

Pupils are expected to:

- listen carefully to verbal feedback and act upon guidance provided;
- read and respond thoughtfully to written feedback;
- complete Purple Pen improvement activities to demonstrate understanding;
- reflect honestly during self-assessment and peer assessment activities;
- use WALT and WILF successfully to evaluate the quality of their own learning;
- ask questions where further clarification is required;
- take pride in improving their work through perseverance and resilience;
- understand that mistakes provide valuable opportunities for learning and improvement.

As pupils progress through the Primary School, increasing independence should be evident in the way they respond to feedback and regulate their own learning.

5.5 The Role of Parents and Carers

Parents and carers are valued partners in supporting children's learning. Although most feedback occurs within school, families play an important role in encouraging positive attitudes towards learning, resilience and continuous improvement.

Parents are encouraged to:

- celebrate effort, perseverance and progress alongside attainment;
- encourage children to discuss teacher feedback and next steps;
- promote positive attitudes towards mistakes as opportunities for learning;
- support children in completing improvement tasks where appropriate whilst encouraging independence;
- communicate with teachers where concerns arise regarding learning or wellbeing;
- work collaboratively with the school to support pupils in achieving their full potential.

Through strong home-school partnerships, pupils experience consistent messages about learning, improvement and the value of constructive feedback.

Part III – Feedback Systems and Classroom Practice

14. Learning Intentions and Success Criteria (WALT & WILF)

Clear learning intentions and success criteria provide the foundation for effective teaching, learning and feedback. Every pupil should understand what they are learning, why they are learning it and what successful learning will look like before beginning independent work.

At Newton International School – Lagoon Campus, **WALT (We Are Learning To)** and **WILF (What I'm Looking For)** form an integral part of Assessment for Learning and provide a shared language through which teachers and pupils evaluate progress throughout the lesson.

Learning intentions should focus on the intended learning rather than the activity being completed, whilst success criteria should identify the knowledge, skills and understanding pupils are expected to demonstrate.

Teachers should ensure that:

- every lesson includes a clearly communicated WALT and appropriately differentiated WILF where appropriate;
- learning intentions are discussed explicitly during lesson introductions and revisited throughout the learning process;
- WILFs provide clear, measurable success criteria that pupils can use to evaluate their own learning;
- pupils understand how the WALT and WILF relate directly to lesson activities and expected outcomes;
- feedback remains closely aligned to the agreed success criteria rather than focusing upon unrelated features;
- WALT and WILF are used consistently to support assessment, reflection and future improvement.

Success criteria should promote progressively greater challenge whilst remaining accessible for all learners through appropriate differentiation and adaptive teaching.

15. Tickled Pink and Green for Growth

The school's Pink and Green Feedback system provides a consistent approach to recognising success and identifying next steps across the Primary School. The purpose of highlighting is not simply to evaluate completed work, but to strengthen pupils' understanding of successful learning and provide clear guidance for future improvement.

15.1 Tickled Pink

Pink highlighting is used to identify successful learning that demonstrates secure achievement of the lesson's success criteria.

Teachers should use Tickled Pink to:

- celebrate successful learning linked directly to the WILF;
- reinforce effective strategies and successful application of knowledge;
- recognise effort, improvement and achievement;
- strengthen pupils' confidence through purposeful recognition of success;
- encourage pupils to identify why learning has been successful.

Where appropriate, at least one example of successful learning should be highlighted to reinforce positive learning behaviours and secure understanding.

15.2 Green for Growth

Green highlighting identifies the next stage in a pupil's learning. Green for Growth should provide focused guidance that enables pupils to improve understanding, correct misconceptions and develop greater independence.

Green highlighting should:

- relate directly to the agreed WALT or WILF;
- identify one clearly defined area for improvement;
- avoid overwhelming pupils through excessive correction;
- be accompanied by a clear Next Step where appropriate;
- provide opportunities for pupils to improve their work during Purple Pen Improvement Time.

Green for Growth should always be developmental rather than punitive, promoting confidence whilst maintaining appropriately high expectations.

15.3 Highlighting Learning Intentions and Success Criteria

Teachers should use the agreed school highlighting system consistently to support assessment for learning.

Where appropriate:

- the WALT should be highlighted **pink** when achieved;
- the WALT should be highlighted **green** where further development is required;
- individual WILFs should be highlighted to indicate successful achievement or areas requiring further improvement;
- highlighting should correspond directly with written or verbal feedback and any identified Next Steps.

This approach enables pupils to make explicit connections between learning intentions, success criteria and feedback.

16. Next Step Feedback

Next Step feedback provides pupils with clear guidance about how learning can be improved. Effective Next Steps should be manageable, purposeful and directly linked to the lesson's intended learning.

Next Step comments should:

- identify one clear improvement point;
- be directly related to the WALT or WILF;
- encourage pupils to think rather than simply copy corrections;
- provide achievable guidance that promotes success;
- be completed during dedicated reflection time using Purple Pen.

Teachers may use a range of feedback prompts depending upon the learning required, including:

- **Reminder prompts** that encourage pupils to revisit previously taught learning;
- **Scaffold prompts** that provide additional structure or guidance;
- **Question prompts** that deepen thinking and encourage reasoning;
- **Directive prompts** that require pupils to apply learning independently;
- **Example prompts** that model successful learning whilst requiring pupils to complete or improve their own work.

The emphasis should always remain upon moving learning forward rather than correcting errors in isolation.

17. Purple Pen Improvement Time

Responding to feedback is an essential component of effective learning. Feedback only has impact when pupils are given structured opportunities to reflect upon and act upon the guidance they receive.

Dedicated Purple Pen Improvement Time should therefore be incorporated regularly within teaching sequences to enable pupils to:

- respond to teacher feedback;
- complete identified Next Step tasks;
- improve sections of work;
- revisit misconceptions;
- deepen understanding;
- demonstrate new learning;
- reflect upon personal progress.

Purple Pen responses should require pupils to think carefully, apply learning independently and demonstrate improvement rather than simply rewriting teacher corrections.

Teachers should ensure sufficient curriculum time is provided for meaningful improvement activities, recognising that reflection forms an essential part of the learning process.

18. Self-Assessment

Self-assessment develops pupils' metacognitive awareness and encourages increasing ownership of learning. Pupils should be taught to evaluate their work honestly against the agreed success criteria and identify both strengths and areas for improvement.

Where appropriate, pupils should use the agreed school self-assessment system, including emotion faces and WILF evaluation, to reflect upon their learning.

Self-assessment should encourage pupils to:

- recognise successful learning;
- identify misconceptions;
- evaluate progress against the WILF;
- set personal improvement targets;
- develop confidence as increasingly independent learners.

19. Peer Assessment

Peer assessment provides valuable opportunities for pupils to learn collaboratively, strengthen communication skills and deepen understanding through professional dialogue.

Effective peer assessment should:

- remain focused upon the WALT and WILF;
- be respectful, supportive and constructive;
- celebrate success before identifying improvements;
- encourage thoughtful discussion about learning;
- help pupils develop increasingly accurate judgement of quality.

Teachers should model effective peer assessment regularly so that pupils understand how to provide constructive, respectful and purposeful feedback that contributes positively to learning.

Part IV – Consistency, Quality Assurance and Professional Expectations

20. Feedback Frequency and Professional Expectations

The quality and impact of feedback are significantly more important than the quantity of written marking. Effective feedback should support learning, inform teaching and remain manageable for teachers whilst maintaining consistently high expectations across the Primary School.

Teachers should exercise professional judgement when determining the most appropriate form of feedback for each lesson. Feedback may be provided verbally, through live marking, written comments, whole-class feedback, guided teaching, peer assessment or self-assessment. The chosen approach should always be determined by its potential impact upon pupil learning rather than by the amount of written evidence produced.

To ensure consistency across the school:

- all learning should be acknowledged appropriately through agreed school feedback systems;
- pupils should receive regular opportunities to receive high-quality verbal and written feedback over time;
- extended written outcomes should receive detailed developmental feedback at appropriate intervals;
- teachers should provide regular opportunities for pupils to respond to feedback through Purple Pen Improvement Time;
- feedback should remain closely aligned to the lesson learning intention and success criteria;
- teachers should use professional judgement to balance effective feedback with sustainable workload expectations.

The school recognises that effective feedback occurs continuously throughout learning and should not be judged solely by the volume of written marking within pupils' books.

21. Marking Codes and Recording

To promote consistency and reduce unnecessary teacher workload, the school uses a common set of marking codes across the Primary School. These codes provide a shared professional language that enables pupils, parents and staff to understand the type of feedback that has been provided.

The agreed marking codes are:

Code Meaning

VF	Verbal Feedback
G	Guided or Supported Work
P	Practical Activity
TA	Teaching Assistant Feedback
CT	Cover Teacher
PA	Peer Assessment
SA	Self Assessment
HP	House Point Awarded

Teachers should use these codes consistently and ensure pupils understand their purpose as part of the school's wider feedback system.

22. Presentation Expectations

Consistent presentation supports pupils in developing pride, organisation and responsibility within their learning. High expectations for presentation reinforce the value placed upon learning whilst enabling teachers to provide effective feedback.

Unless curriculum requirements indicate otherwise, pupils should include:

- the date, presented appropriately for the subject being taught;
- a clear WALT (Learning Intention);
- the agreed WILF (Success Criteria);
- a title where appropriate;
- clear, legible handwriting appropriate to age and stage of development;
- well-organised presentation that reflects care and pride in learning.

Teachers should model presentation expectations consistently whilst recognising the differing developmental needs of individual pupils.

23. Spelling, Grammar and Presentation Feedback

Feedback relating to spelling, grammar, punctuation and presentation should support pupils in improving literacy whilst remaining proportionate to the lesson's intended learning.

Where literacy is not the primary learning objective, teachers should avoid allowing technical corrections to overshadow successful learning. Instead, pupils should first receive recognition for achievement against the WALT and WILF before additional guidance relating to presentation or transcription is provided.

The agreed spelling convention will continue to use the **SP** marking code.

Key Stage 1

Teachers should:

- underline incorrectly spelt words;
- record **SP** above the word;
- model the correct spelling;
- encourage pupils to rewrite the word once.

Key Stage 2

Teachers should:

- underline incorrectly spelt words;
- record **SP** above the word;
- encourage pupils to locate the correct spelling independently using appropriate resources;
- rewrite the corrected spelling twice to reinforce learning.

Teachers should normally identify no more than **three spelling corrections** within a single piece of work unless spelling forms the explicit focus of the lesson or forms part of an individual pupil target.

Technical and subject-specific vocabulary should be displayed within classrooms and referred to regularly during teaching to promote accurate application across the curriculum.

24. Monitoring, Evaluation and Quality Assurance

The consistent implementation of this policy forms part of the school's wider commitment to excellent teaching and learning. Senior leaders will monitor the effectiveness of marking and feedback through a range of quality assurance processes designed to strengthen professional practice and improve pupil outcomes.

Monitoring activities may include:

- learning walks and lesson observations;
- work scrutiny across all curriculum areas;
- moderation activities;
- pupil voice;
- parent feedback where appropriate;
- professional dialogue and instructional coaching;
- curriculum reviews;
- analysis of pupil progress and attainment.

Monitoring is intended to support professional growth rather than compliance. Feedback provided to staff should reflect the same principles of encouragement, reflection and continuous improvement expected within classroom practice.

25. Professional Development

The school is committed to continually strengthening teachers' understanding of effective marking and feedback through high-quality professional learning.

Professional development may include:

- instructional coaching;
- collaborative planning;
- moderation activities;
- peer observation;
- curriculum development;
- educational research;
- whole-school training;
- leadership feedback following monitoring activities.

Professional learning should promote consistency whilst encouraging teachers to reflect critically upon their own practice and continually refine their approaches to feedback.

26. Policy Review

This policy will be reviewed annually by the Deputy Head of Primary – Academics in consultation with senior leaders and teaching staff.

The review process will consider:

- current educational research and evidence-informed practice;
- whole-school monitoring outcomes;
- staff, pupil and parent feedback;
- workload considerations;
- curriculum developments;
- updates to safeguarding guidance and school priorities.

Regular review ensures that the policy remains responsive, relevant and aligned with the NISL Flourishing Framework, the Safeguarding and Child Protection Policy and the school's commitment to developing a culture in which every pupil is known, valued, supported and challenged to flourish.