

Woodthorne Primary School Feedback Policy 2025-2026

[Reviewed September 2025]



This policy builds upon the Academy Feedback Policy produced by Perry Hall Multi-Academy Trust of which Woodthorne Primary School is a member of.

Marking and feedback [Reviewed September 2025]

This policy reflects our ongoing commitment to reducing staff workload whilst having maximum impact on the progress and attainment of pupils at Woodthorne. The policy recognises the importance of giving feedback 'in the moment' in order to address gaps in knowledge/understanding or misconceptions as they occur rather than retrospectively after the lesson has taken place. Now, more than ever, children's needs and challenges are wider than ever before. This method of marking and feedback will accelerate progress by making timely interventions and carrying out 1:1 follow up work on the same day as the lesson. These will be timely, targeted, specific and enable pupils to access the next lesson to build on prior learning

Underline WALT in green/orange/pink highlighter

- As long as the objective has been met (roughly 80%- even with low level of intervention/support), highlight in green.
- Orange for inconsistent understanding
- Pink for no understanding

Pink WALT

- Must have evidence of a follow-up intervention in the book before the next lesson carried out by either teacher or support

Orange WALT

- Verbal feedback/additional consolidation/remodelling/worked examples/ peer coaching

Stickers (no stamps)

- To be used to promote high expectations of presentation and effort
- Use house points alongside stickers for additional motivation

Maths

- Ticks for correct answers/dots for incorrect answers

English and Foundation Subjects

- Pink- Spelling or grammatical errors to be underlined in pink highlighter (not every mistake- the basic errors/inaccuracies/subject specific vocabulary that you would expect to be accurate).
- Spelling errors to be re-modelled and written out 3 times in books
- Orange- Poor vocabulary choices, repetitive sentence openers, inaccurate technical vocabulary, boring sentence structures etc. Underline in orange highlighter to allow children the opportunity to improve the standard. Note: orange highlighter does NOT identify errors- it offers challenge and an opportunity to improve the quality of their work
- Green- Impressive words/sentences underlined in green highlighter
- Ticks used in all books, every lesson to demonstrate correct understanding (alongside the use of green, orange and pink)

Intervention and remodelling

- To be recorded in books in purple pen by the teacher/support staff alongside the original work
- A small speech bubble can be drawn in books to identify where verbal feedback has taken place
- Majority to take place during the lesson- some to take place following the lesson (before the next) where a pink or orange WALT has been highlighted demonstrating additional work is required to ensure understanding is secure before moving onto the next lesson.

Heavily supported work

- Use the code of 'S' in a circle where work has been heavily supported (use professional judgement to define this) or where a follow-up to a pink or orange WALT intervention has taken place.

Self/Peer Assessment and Step for Depth

- Green pen to be used when self-assessing- tick or dot neatly in their books
- Green pen for written self or peer assessment/reflection underneath the appropriate subheading SA or PA.
- Children to be given specific reflection time to respond to feedback

Responsibility

- It is the responsibility of both the teacher and support staff to feedback to children about their learning in the agreed format irrespective of whether the lesson is 'covered' by a different member of staff.
- No initials or stamps required when someone other than the identified class teacher has delivered the lesson. The work should still be marked to the same standard.
- Support staff timetabled fairly in each class to ensure teachers have a support member of staff for a full lesson of English or Maths every day to assist with providing feedback