WINDSOR PARK
MIDDLE SCHOOL

Marking, Feedback & Assessment Policy

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INNOVATE2EDUCATE
Partnership

Marking, Feedback & Assessment Policy

Rationale

At Windsor Park CE Middle School (WPMS) we believe that effective feedback and assessment are central to our mission of empowering every learner and educator to innovate, reflect and grow. Feedback is not a standalone act but an integral part of the teaching and learning cycle, shaping future learning and deepening understanding.

We recognise that meaningful feedback must balance impact and sustainability. Our approach ensures that all feedback, whether written, verbal, or digitally issued, is purposeful, manageable, and directly linked to improved learning outcomes.

This policy reflects WPMS's whole-school approach, founded on professional trust, shared research, and collaboration.

Aims

The aims of the WPMS Marking, Feedback and Assessment Policy are to:

- Promote a consistent and evidence-informed approach to feedback across the Trust.
- Empower teachers to use professional judgement to determine the most effective feedback methods.
- Ensure that feedback drives improvement, reflection, and self-regulation in learners.
- Reduce unnecessary workload through streamlined and purposeful practice.
- Embed a culture of trust, collaboration, and continuous professional learning.

Evidence Base

This policy has been informed by research from the Education Endowment Foundation (EEF) and wider educational studies, which highlight that effective feedback:

- Encourages and supports further effort.
- Redirects or refocuses the teacher's or learner's actions to achieve a goal.
- Is specific, accurate, and clear.
- Is given sparingly and purposefully so that it remains meaningful.
- Provides actionable guidance on how to improve, rather than merely identifying errors.

Implementation

Across WPMS, feedback and assessment practices should:

- Be adaptive, allowing for flexibility across year groups, subjects, and contexts.
- Be timely and actionable, ensuring pupils can respond to and act on feedback to make progress.
- Celebrate success and promote a growth mindset by valuing effort and improvement.
- Foster pupil ownership, encouraging reflection, self-assessment, and peer dialogue.
- Minimise unnecessary marking, prioritising approaches that have clear learning benefits.
- Be part of an ongoing learning conversation, not a single event or written task.

Monitoring & Evaluation

The effectiveness of feedback and assessment practices will be reviewed through:

- Collaborative professional dialogue within and across WPMS.
- Learning walks, pupil voice, and work reviews focused on the impact of feedback.
- Regular review of workload and staff wellbeing linked to assessment practices.

Findings will inform school-wide development, ensuring that practice remains dynamic, evidence-based, and aligned with the Innovate2Educate vision.

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Marking and Feedback Expectations

Every piece of work must be acknowledged by the class teacher before the next lesson. Teachers should identify pupils' successes against the learning aim, as well as any misconceptions. Marking, feedback, and assessment must inform future planning. Pupils are to receive acknowledgement of work in every lesson in order to make progress and achieve success.

Acknowledgement of Work

Through live verbal and/or written feedback, all pupils' work will be acknowledged. Incorrect spellings including year-group expectations, prerequisite National Curriculum spellings, and subject-specific vocabulary are to be identified. Lengthy responses are not always effective, nor appropriate, however annotated support is to be provided when the teacher feels it will benefit pupil outcome and progress. Teachers may additionally use a voice notes on iPads to acknowledge work and provide timely feedback.

Live Feedback

Live feedback is feedback given during a lesson, while pupils are actively working, rather than marking work after the lesson. It is immediate, interactive, and allows pupils to correct, improve, or extend their work straight away. Live feedback happens in real time as the teacher laps the classroom, providing verbal or visual prompts such as questions, modelling, or highlighting errors. It has an immediate impact, enabling pupils to adjust their learning before misconceptions become embedded. This approach is responsive, allowing teachers to adapt their teaching based on what they observe, and must be personalised to address the specific needs of each pupil in the moment.

- AfL must be used to assess understanding and adapt teaching as necessary.
- Feedback may be given verbally for immediate action within the lesson.
- Live feedback may redirect the focus of teaching or the task.
- Codes and annotations must be used in line with the marking expectations.

Modelling, Scaffolding and Corrections

Teachers must model handwriting in line with the school's handwriting policy. When marking for spelling using the 'sp' code, teachers should write the correct spelling in red pen. Presentation expectations must also be addressed through marking and feedback.

Pupil Responses

Pupils must use a green pen when responding to any form of feedback, ensuring their edits, improvements, and spelling corrections are clearly identifiable. This consistent use of green supports the visibility of progress and helps teachers track how pupils have acted on guidance. In addition, all self-assessment and peer-assessment activities should be completed in green pen, reinforcing a shared approach to reflection and enabling both pupils and teachers to easily distinguish evaluative comments from the original work.

Code	Explanation
Teacher annotations Red ✓ ●	A contrast of pen colour to pupil work and editing enables quick identification of teacher feedback. Red ticks and comments show correct responses, while red dots highlight errors or incomplete work. Pupils should revisit and improve these sections using their green pen to record their reflections and ensure a deeper understanding of their learning process and their progress.
Spelling corrections Sp	'Sp' annotated on a pupil's work identifies a spelling error. Pupils are required to review these errors and make an accurate correction in accordance with the teacher's model. The pupil is expected to rewrite the spelling once. There should be no more than 3 identified spellings per piece of work.
KS2 punctuation CL, FS, ?.! KS3 punctuation P	In KS2, teachers should indicate missing punctuation by noting CL or FS , !, ? etc. directly beneath the omission. In KS3, teachers should mark missing punctuation by placing a P in the margin or at the beginning of the relevant line. Pupils are expected to independently review their work and identify and correct any missing punctuation highlighted through this marking.
Indicate support Ⓢ	To indicate when a pupil has received additional adult support, a circled 'S' should be written next to any question or aspect of recorded work where assistance was provided and that success would not have been possible without support. This system ensures that the implemented support is recorded consistently and with full transparency, preventing inaccurate assessment of learning.
Verbal Feedback VF	VF will indicate that a teacher has provided feedback within the lesson. Verbal feedback within lessons should be immediate, precise and focused on moving learning forward by addressing misconceptions and guiding pupils towards the learning objective.

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How to Approach Marking and Feedback

All marking and feedback must be purposeful, consistent and focused on improving pupil learning. When reviewing pupils' work and providing feedback, staff will concentrate on two things; **prior knowledge** and **achievement of the learning objective**.

Whether feedback is given live within the lesson - at the point of learning, or provided after the lesson, the approach will remain consistent with these two focuses.

Feedback must be timely, purposeful and accessible so that pupils are able to understand it and act upon it to improve their learning.

Prior Knowledge: What they have already been taught

Teachers will evaluate whether pupils have the necessary prerequisite knowledge and skills to access the learning. This includes:

- Checking for secure understanding of previously taught content.
- Identifying misconceptions or gaps that may be inhibiting progress.
- Using feedback to address foundational errors or missing knowledge that impact current learning.

Achievement: What they have learnt today

Teachers will assess the extent to which pupils have met the intended learning objective for the lesson or sequence of lessons. This includes:

- Evaluating work against the agreed success criteria of the lesson.
- Identifying whether pupils can independently apply knowledge and skills.
- Determining next steps, including consolidation, targeted intervention or extension.

Feedback Expectations

Feedback must:

- Be specific, factual and clearly focused on improving learning rather than compliance.
- Support pupils to identify and close gaps in prior knowledge, address misconceptions, and move closer to the intended learning objective.
- Provide clear next steps that pupils can act upon independently or with support.
- Inform subsequent planning, including reteaching, targeted intervention and adaptive teaching within and across lessons.