



Feedback Policy

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‘Feedback is one of the most powerful influences on learning and achievement’

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

At Purbrook Junior School we have developed a consistent approach to feedback and marking across the school, based on action research, so that our pupils learn how to respond to feedback and can assess and evaluate their own learning; this we believe promotes independence and confidence in learning. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. Furthermore, it supports teachers’ assessment knowledge of each pupil in order to plan and refine next steps in learning as well as at the point of learning.

Procedures and Processes of effective feedback and marking used at Purbrook Junior School

Teachers use their professional discretion to select the method for providing feedback to the pupils in their class from the following:

Live Marking and Verbal feedback

- This takes place during the teaching session, at the point of learning, and is completed alongside the class teacher. It is characterised by coloured highlighting completed by the teacher, alongside a discussion with the teacher about the pupils’ learning.
- Teachers will record DWP (Discussed With Pupil) in the margin of the child’s book if verbal feedback rather than written feedback was required.
- **Yippee YELLOW** highlighting identifies the successful elements of learning within that session.
- **Think PINK** highlighting identifies that thinking needs to be given by the pupil. This may be that an answer is incorrect and needs correcting or that a correct answer needs developing by either explaining or deeper thinking.
- The pupil then responds in **purple pen** based on the feedback. This not only evidences the impact of the teacher at the point of learning but also enables the pupils to take responsibility for their own learning based on the feedback given. Lessons need to be timetabled to allow purple penning to happen.

Distance Marking

- **After the lesson**, feedback is provided for the pupil based on the learning objective for the session. Teachers will provide a **Think PINK** (question/corrections) for the children to complete during responding time. This is not required if the learning journey has come to an end.
- The pupil then responds in **purple pen**.

Reading

- Written outcomes need to be marked in depth every other day in line with the key focus.
- All SEND and target children's books are to be marked daily as the learning journey may be different and to ensure progress of target children.

Writing

- Children's books need to be marked in depth at least every other day through either live or distance marking. Feedback needs to show that the learning has been moved on and misconceptions have been addressed. Children are expected to respond to feedback using a purple pen.
- All SEND and target children's books are to be marked daily as the learning journey may be different and to ensure progress of target children.
- All final drafts need to be marked in depth before publishing in their portfolio.
- In depth marking – identification/correction of misspelled words, punctuation and grammatical errors and guidance to achieve TWATS based on previous assessments and learning.

Maths

- Children's books to be marked everyday through either live or distance marking.
- Teachers mark using **red** pen. Questions are used to develop mathematical thinking and/or reinforce learning. When appropriate, teachers provide scaffolds to address misconceptions and enhance learning.
- The pupil then responds in **purple ink** based on the feedback. This not only evidences the impact of the teacher at the point of learning but also enables the pupils to take responsibility for their own learning based on the feedback given.
- Marking needs to be shown to encourage higher order thinking skills and not just to identify correct and incorrect work.

Foundation subjects

- Pick six for all foundation subjects and a feedback form needs to be provided and stuck into all other children's books.

HTLA Marking

- Pick six for all subjects with a feedback form provided for all other children.
- Target children and SEND children's books need to be marked.
- If a HTLA is covering a class for a long period of time i.e. a half term they should follow the whole school feedback policy.

LSA marking

- Should mark in green pen and pink and yellow highlighters.
- Modelling of misconceptions should be shown in green pen where appropriate.
- LSAs should indicate in the margin how much support has been given.
- Mark the group they are working with under the guidance of the teacher.

Inclusion

These guidelines will apply to the vast majority of children in our school. Occasionally a decision will be made, in liaison with our Inclusion Leader, to personalise feedback for a child who has specific learning needs which may also be addressed through appropriate interventions or specific equipment. Verbal feedback may be provided for the child using a digital platform.

Monitoring

Feedback is monitored by the Senior Leadership Team, Teaching and Learning Leads and subject leaders on a regular basis through book looks, lesson observations and pupil interviews and will be shared with the class teacher and at leadership meetings. This will ensure that the policy leads to good practise.

Consistency in written feedback

Primarily these codes will be used at times when, but not exclusive to, providing feedback *not* alongside the pupil. These codes promote consistency, independence, highlight to children the need for accuracy and promote the need for self-editing. At the beginning of each year and at appropriate points during the year, pupils will be reminded of the conventions teachers use when marking their work.

P	Indicates missing punctuation – support may be given to support the child to identify what punctuation is needed e.g. CL, FS, ?!"FS
/	A new sentence is needed here or a new line e.g. the use of speech
//	A paragraph is required at this point
Sp	Indicates a spelling error – support, where appropriate, may be given to support the child with the correct spelling. Where children have significant identified spelling issues, teachers should address the misspelt high frequency words.
T	Indicates a tense issue – support, where appropriate, may be given to support the child with the correct spelling
Gr	Grammatical error - a word or group of words will be circled/underlined where there is a grammatical error e.g. did/done, writ/wrote etc
^	A circumflex will be inserted to indicate a missing word.

When providing any form of written feedback teachers will model presentation/handwriting expectations. Teachers will record comments in **red ink** and Learning Support Assistants record in **green ink**.

Other codes

When an adult has provided verbal feedback to a child at the point of learning, the adult will record DWP (Discussed With Pupil) in the margin.

When an adult has been allocated time to conference a child, outside of a lesson, the adult will record PC (Pupil Conference) in the margin.