

Marking and Feedback Policy

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Approved by	Governing Body
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Daffodil standard

Every Daffodil document is written to be understood, applied, evidenced and reviewed.

- Know the non-negotiable requirements, the responsible lead and the point for escalation.
- Put pupils' welfare, dignity, equality and access at the centre of each decision.
- Act promptly where safety or safeguarding may be at risk; do not wait for certainty.
- Make reasonable adjustments and listen to the pupil's voice in an accessible way.
- Keep factual, dated and secure records; review whether action made the intended difference.

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Policy summary

Feedback at Daffodil is a teaching process, not a requirement to cover books in comments. Its purpose is to help pupils understand what they have achieved, identify the most useful next step and act on it. The school applies the principles that feedback should be meaningful, manageable and motivating.

Expectation	Daffodil standard	What this means in practice
Timeliness	Review before the next lesson in that subject	The teacher knows what pupils understood and plans the next teaching response. Any actionable marking is ready in time for pupils to use.
Pupil response	Corrections and improvements in green pen	Pupils receive protected response time and show the change they have made; green pen is not used merely to copy a comment.
Teacher workload	Selective, proportionate feedback	Live feedback, concise codes, whole-class feedback and sampling are preferred where they achieve the learning purpose. Lengthy comments are not expected on every piece.
Sequence review	WWW/EBI after a sequence of lessons	WWW and EBI summarise learning at an appropriate review point after a coherent sequence. They are not required for each lesson or each piece of work.
Impact	Feedback changes learning	Teachers check the response, address misconceptions and adapt subsequent teaching. The quantity of teacher ink is not a measure of quality.

1. Purpose, scope and principles

This policy establishes a consistent, evidence-informed approach to marking and feedback across Daffodil Preparatory School. It applies to teachers, teaching assistants and other adults who give feedback on pupils' learning, and to pupils when they self-assess, peer-assess, edit or correct work.

Related policies: Curriculum, Relationships Education and SMSC Policy; Inclusion, Equality, SEND and Wellbeing Policy; Safeguarding and Safer Working Policy; Data Protection and Information Governance Policy.

Purpose

- Improve learning by closing the gap between current understanding and the intended learning.
- Recognise success precisely and identify the smallest, highest-value next step.

- Reveal misconceptions in time for teaching to be adapted before they become embedded.
- Develop pupils' independence, editing habits, subject vocabulary and self-regulation.
- Provide useful evidence for planning and assessment without creating unnecessary workload.
- Give pupils and parents a clear, consistent language for improvement while allowing subject-appropriate professional judgement.

Principles

- Feedback follows clear learning intentions, strong teaching and purposeful checks for understanding.
- The method is chosen for its likely impact: verbal, live, whole-class, coded, written, peer or self-feedback may all be appropriate.
- Feedback focuses on the task, subject knowledge, strategy or self-regulation rather than making personal judgements about the pupil.
- Pupils must be able and expected to do something with feedback; a comment without an opportunity to respond has limited value.
- Consistency means shared principles and codes, not identical quantities of written marking in every subject, phase or task.
- Feedback is respectful, age-appropriate, accessible and sensitive to SEND, disability, English acquisition and wellbeing.

2. The Daffodil feedback cycle

Step	Teacher action	Pupil action	Evidence of impact
1. Clarify	Make the learning intention and success criteria clear; model quality where helpful.	Understand what successful work requires and ask for clarification.	Pupils can explain the purpose and features of success.
2. Check	Use questioning, observation, retrieval, mini-whiteboards, discussion or work sampling during the lesson.	Show thinking honestly and use prompts or examples.	Teacher identifies secure learning, gaps and misconceptions.
3. Respond	Give the least burdensome form of feedback that is likely to improve learning.	Listen, explain, rehearse, correct or improve.	Feedback is specific enough to guide an achievable action.
4. Improve	Provide time, resources and support before or during the next lesson in the subject.	Respond in green pen and show the improvement made.	Correction, redraft, extra example, explanation or changed strategy is visible.
5. Verify	Check the response and decide whether to acknowledge, reteach, extend or refer for support.	Apply the learning independently in the same or a later task.	The misconception is resolved or a further teaching action is planned.

3. Non-negotiable expectations and timescales

- Completed learning is reviewed sufficiently to inform teaching before the next lesson in that subject. Review may involve live checking, book sampling, an exit task, assessment information or post-lesson review; it does not require a written comment on every page.
- Where feedback requires a pupil response, it is available by the next lesson in that subject and time is provided for the response at the start of, or at an appropriate point within, that lesson.
- Pupils make corrections, edits, improved examples and responses in green pen, unless an agreed reasonable adjustment requires an alternative method.
- Teachers review the green-pen response promptly, normally during that lesson, and acknowledge or act on it without creating a second lengthy marking cycle.
- Errors are marked selectively. Teachers prioritise the lesson objective, recurring misconceptions, high-frequency literacy errors and essential subject vocabulary rather than correcting every error.
- WWW and EBI are completed at an appropriate review point after a sequence of lessons. They are not required for every lesson or every individual piece of work.
- Feedback must never be humiliating, sarcastic, comparative in a harmful way or focused on presentation at the expense of learning.

Exceptional circumstances

- If absence, cover arrangements, a school event, system failure or an urgent professional duty makes the normal deadline impossible, the work is reviewed at the earliest reasonable opportunity, normally within two school days, and feedback is still given before the learning is relied upon.
- Where same-day or next-morning teaching makes extensive post-lesson marking impractical, the teacher uses live checks, a representative sample, an exit question and/or whole-class feedback to meet the principle before the next lesson.
- Persistent difficulty meeting the standard is discussed with the line manager so that workload, curriculum sequencing, class need or staffing can be addressed; staff should not silently accumulate unmanageable batches.

4. Feedback methods

Live and verbal feedback

- Give brief, specific prompts while pupils are working so they can act immediately.
- Use conferencing, questioning, modelling or guided practice where explanation is more effective than a written code.
- There is no requirement to stamp or write 'verbal feedback given' solely to prove that a conversation occurred. VF may be used where it helps the pupil or teacher remember a specific action.

Whole-class feedback

- Use when review reveals common strengths, misconceptions, vocabulary needs or presentation issues.
- Share anonymised examples or teacher-created models, reteach the relevant point and then require an individual green-pen application.
- Avoid asking every pupil to copy a generic comment. The pupil's changed work is the important evidence.

Concise written and coded feedback

- Use ticks, crosses and the agreed codes to direct attention without writing repetitive sentences. Use Sp for spelling and underline text that is unclear or needs rephrasing.
- Add a short prompt or question only where the code alone would not enable a successful response.
- Keep the number of improvement points achievable, normally one priority and no more than two on a single piece.

WWW and EBI

- WWW (What Went Well) identifies a precise successful feature demonstrated across the sequence and linked to the learning intention or subject standard.
- EBI (Even Better If) identifies the most useful next action arising from the sequence, not a vague judgement such as 'add more detail'.
- Complete WWW/EBI after a coherent sequence of lessons, such as at the end of a unit, extended outcome, assessed task or planned review point. It is not needed for each lesson.
- Normally give one precise WWW and one manageable EBI so that the review remains useful and proportionate.
- The EBI should lead to green-pen action: correct, complete, explain, redraft, practise or apply.

Self- and peer-feedback

- Teach pupils how to use success criteria, examples and respectful language before expecting reliable peer or self-assessment.
- Use peer feedback only where it is safe, purposeful and developmentally appropriate; pupils do not assign sensitive grades or make personal judgements.
- The teacher remains responsible for assessment and for identifying misconceptions that peer or self-review may miss.

5. Marking and editing codes

The following whole-school code is deliberately short. Subject leaders may authorise a small number of additional subject-specific symbols and must teach them explicitly. Codes direct pupils to think and act; they are not a substitute for explanation where a pupil does not understand the issue.

Code	Meaning	Expected pupil response in green pen
✓	Correct or successful	No correction required; identify what made it successful when asked.
X	Incorrect or needs another attempt	Correct the answer or complete a similar example; seek help if unsure.
P	Punctuation needs attention	Add or correct the punctuation and reread the full sentence.
C	Capital letter needed or used incorrectly	Correct the capital letter.
Sp	Spelling mistake	Use phonics, a word bank or dictionary; correct the spelling in the work and use it accurately.
Underlined word or passage	Meaning is unclear or needs rephrasing	Rewrite the underlined wording so that the meaning is clear.
//	New paragraph needed	Insert the paragraph break clearly or mark where the new paragraph begins.
^	A word or information is missing	Insert the missing word or information.
VF	Verbal feedback included an action	Complete the agreed action; the code is optional and is not required as proof.
WWW	What Went Well	Identify and retain the successful feature in future work.
EBI	Even Better If	Complete the stated improvement, correction, redraft or practice task.

Selective spelling and literacy marking

- Prioritise taught spelling patterns, common exception/high-frequency words, names and essential subject vocabulary.
- Use Sp beside or near the relevant word to identify a spelling mistake; underlining is reserved for wording that is unclear or needs rephrasing.
- In extended work, normally identify no more than three spelling priorities unless the learning objective is spelling or transcription. A pupil with additional needs may have fewer, more carefully selected priorities.
- Do not rewrite the pupil's whole sentence as the default response. Prompt the pupil to locate, retrieve and apply the correct form with appropriate support.
- Teachers in every subject reinforce literacy where it affects meaning or subject accuracy, while keeping the main subject learning visible.

6. Pupil response and green-pen improvement

- Green pen is reserved for pupil correction, editing, reflection and improvement so that the learning response is easy to identify.
- Pupils must change the work, thinking or strategy; copying an EBI, writing 'done' or adding a green tick alone is not an adequate response.
- Response time is planned and calm. Teachers model how to correct without erasing the original thinking when seeing the change will support learning.
- Where the original response is incorrect, pupils correct it and, when appropriate, complete one similar example to show that the misconception has been resolved.
- Where writing needs improvement, pupils edit the relevant phrase, sentence or paragraph rather than automatically rewriting an entire piece.
- Teachers circulate during response time, prioritising pupils who are unlikely to succeed independently, and check that improvements are accurate.
- Young pupils and pupils who cannot use a green pen independently may respond through oral rehearsal, pointing, manipulation, typing, scribing or an adult-supported correction. The adult records the nature of the response only where useful.

7. Application by subject and phase

Area	Routine approach	Deeper feedback and response
English - writing	Live feedback, concise codes, selective spelling/punctuation and whole-class modelling.	After a sequence of lessons, use a precise WWW and one EBI at the planned review point, followed by green-pen editing or redrafting.
English - reading/phonics	Immediate oral correction, questioning, annotation and retrieval checks; misconceptions corrected promptly.	Pupils revisit evidence, improve an explanation or practise the relevant sound/word before the next lesson.
Mathematics	Ticks/crosses, live checking and error analysis focused on method and misconception rather than every page carrying comments.	Pupils correct errors and complete a similar example or explain the corrected method in green pen.
Science	Check conceptual accuracy, evidence, vocabulary, diagrams and conclusions using codes or whole-class feedback.	Selected investigations or end-of-unit tasks receive focused feedback; pupils correct reasoning, labels, vocabulary or conclusions.
Foundation subjects	Feedback is proportionate to curriculum time and the mode of learning, including oral, practical, visual, musical, physical and digital outcomes.	Teachers capture or annotate feedback only where it supports learning or assessment; pupils improve the product, performance or explanation.
EYFS and early KS1	Feedback is predominantly immediate, oral, modelled and practical, with adult	Responses may be spoken, demonstrated, drawn, selected or adult-

Area	Routine approach	Deeper feedback and response
	annotation used selectively.	supported; written codes are introduced only when meaningful.

8. Assessment, homework and digital work

Formal and summative assessment

- Tests and assessments are marked accurately using the agreed mark scheme or curriculum standard and reviewed in time to inform the next teaching sequence.
- Teachers analyse patterns, not only totals, and plan reteaching, practice or extension. Pupils correct misconceptions in green pen where this supports learning and does not invalidate assessment conditions.
- Scores, grades or age-related judgements do not replace formative feedback when a pupil needs to know how to improve.

Homework

- Homework is reviewed before the learning is used in a subsequent lesson. The method may be self-checking, live review, a quiz, whole-class feedback, sampling or individual marking.
- Teachers do not set work that creates disproportionate marking without a clear learning benefit.
- Failure to complete homework is addressed through the school's homework/behaviour arrangements, not disguised by awarding a false mark.

Digital, practical and collaborative work

- Digital feedback may use comments, audio, highlighting, rubrics or in-platform checks, provided pupils can access and act on it.
- For practical, performance or group work, feedback may be oral and observed. Record individual attainment only where necessary for assessment or follow-up.
- Green-pen response means a visibly identifiable pupil improvement; in digital work, tracked edits or another agreed convention may be used instead of literal green text.

9. Inclusion, SEND and accessibility

- Apply reasonable adjustments so feedback is understandable, emotionally safe and achievable. This may include reduced language, symbols, audio, enlarged print, assistive technology, additional processing time or adult mediation.
- Do not mark errors arising from a known need indiscriminately. Select priorities that align with the pupil's teaching programme, support plan and current stage of learning.
- Maintain ambition: an adjustment changes access or response method, not the entitlement to useful feedback and appropriate challenge.
- For pupils learning English, distinguish gaps in subject understanding from language development and model the language needed to improve.

- If repeated errors, avoidance or an unusual pattern suggests an unmet need, the teacher records the concern and consults the SENCO or relevant lead rather than relying on repeated written correction.

10. Roles and responsibilities

Teachers

- Plan clear learning intentions and checks for understanding; review learning before the next subject lesson.
- Choose an efficient feedback method, apply agreed codes consistently and provide time for green-pen response.
- Check the response, adapt teaching and raise concerns about learning, workload or pupil need promptly.
- Explain routines to pupils and maintain professional, respectful comments.

Teaching assistants and other adults

- Give feedback within the teacher's learning intention and agreed approach, making clear where work was supported.
- Do not complete or over-correct work for the pupil; prompt independence and report misconceptions to the teacher.
- Record observations only when they add useful information and protect confidential information.

Pupils

- Read, listen to and act on feedback; ask when the action is not understood.
- Use green pen for corrections and improvements and complete the response carefully.
- Give respectful, evidence-based peer feedback and remain responsible for the honesty of self-assessment.

Subject leaders and senior leaders

- Translate this policy into proportionate subject examples without creating additional blanket marking rules.
- Moderate standards, identify professional-development needs and ensure resources or curriculum design support timely feedback.
- Monitor impact and workload together; intervene where marking is inconsistent, ineffective or excessive.
- The governing body assures that the policy supports educational quality, staff wellbeing, inclusion and statutory duties.

11. Workload safeguards

The following are explicit limits. Leaders must not add local expectations that contradict them without formally reviewing this policy, consulting staff and evaluating workload and impact.

- No requirement for a written comment, WWW/EBI pair, stamp, date, signature or coloured mark on every piece of work.
- No requirement for WWW/EBI in every lesson. It is a sequence-review tool used after a coherent block of learning.
- No requirement for 'triple marking' or repeated written dialogue. A brief check of the pupil's green-pen response is sufficient unless further teaching is needed.
- No expectation that every spelling, punctuation or presentation error is corrected; feedback is selective and linked to current priorities.
- No requirement to record verbal feedback solely for compliance or to duplicate feedback already given digitally, orally or on a whole-class sheet.
- No retrospective marking of large batches merely to create visible evidence. If review has not occurred, the priority is to diagnose learning and teach the next step.
- No routine expectation that books are taken home or that staff mark during protected rest breaks. Planning, live checking, sampling and collaborative moderation should be used intelligently.
- Codes, comment banks, rubrics and printed prompts may be used when they remain specific enough to guide a useful response.
- The school reviews the practicality of the 'before the next lesson' standard through staff feedback, timetable patterns and subject demands, while protecting the essential requirement that feedback remains timely.

12. Quality assurance and professional development

Quality assurance examines what pupils learned and did next, not the volume of teacher writing. Book and work reviews are developmental, proportionate and triangulated with pupil voice, curriculum information, lesson evidence and assessment.

- Check whether work reflects the taught curriculum and whether misconceptions were noticed and addressed.
- Ask pupils to explain the codes, identify recent feedback and show how they improved or applied it.
- Sample green-pen responses for accuracy and independence; do not count coloured marks as a proxy for impact.
- Review whether different groups receive equitable, accessible feedback and appropriate challenge.
- Identify excessive practice as well as insufficient feedback and agree support, modelling or workload changes.
- Share strong subject examples, rehearse concise feedback and moderate selected assessments.

Monitoring schedule

Activity	Lead	Minimum frequency	Purpose
Work and pupil-response sample	Subject/phase leader	Termly	Check curriculum alignment, timeliness, codes, response and impact.

Activity	Lead	Minimum frequency	Purpose
Pupil voice	Class/subject leader	Termly within normal monitoring	Test whether feedback is understood, usable and respectful.
Assessment moderation	Subject leader/SLT	At planned assessment points	Secure consistency of judgements and next teaching actions.
Staff workload check	Headteacher/SLT	At least annually and after material change	Identify duplication, impractical frequency or unintended consequences.
Policy review	SLT and Governing Body	August 2027 or sooner	Evaluate impact, workload, evidence and changes in guidance.

13. Communication with parents

- Parents are informed that not every page will carry a written comment and that verbal, whole-class, coded and self/peer feedback are valid when they improve learning.
- Reports, consultations and assessment information summarise strengths, progress and priorities; exercise books are one source of evidence, not a complete record of every interaction.
- Parents should encourage pupils to explain and act on feedback rather than completing corrections for them.
- A concern about marking or feedback should first be raised with the class or subject teacher and may then follow the Parents Complaints Policy if unresolved.

14. Records, safeguarding and data protection

- Routine marking remains in the pupil's book or approved digital platform. Separate records are kept only where required for assessment, support, moderation or follow-up.
- Sensitive safeguarding, medical, family or staff information must not be written in a pupil's book. Follow the safeguarding reporting procedure and record the concern on the approved system.
- Digital feedback and assessment data are stored, shared and retained under the school's Data Protection and Information Governance Policy.
- Comments must be factual, professional and suitable to be read by the pupil and parent.

15. References, statutory guidance and review

This policy is informed by the following evidence and should be read with the Curriculum, Relationships Education and SMSC Policy; Inclusion, Equality, SEND and Wellbeing Policy; Behaviour and Anti-Bullying Policy; Safeguarding and Safer Working Policy; Data Protection and Information Governance Policy; Parents Complaints Policy; and relevant assessment arrangements.

1. [Teacher Feedback to Improve Pupil Learning](#) - Education Endowment Foundation, 2021.
2. [Eliminating unnecessary workload around marking](#) - Department for Education, 2016.
3. [Reducing school workload](#) - Department for Education resources and case studies.
4. [Equality Act 2010](#) - Reasonable adjustments and protection from discrimination.
5. [SEND code of practice 0 to 25 years](#) - Department for Education and Department of Health and Social Care.
6. [Keeping children safe in education 2026](#) - Department for Education; in force from 1 September 2026.

Review questions

- Are pupils receiving and using feedback before the next subject lesson?
- Can pupils explain how feedback improved their knowledge, skill or independence?
- Are WWW/EBI being used after an appropriate sequence of lessons rather than being required in every lesson?
- Are Sp, underlining and the other codes used consistently and understood by pupils?
- Are green-pen responses accurate and checked without creating a burdensome second cycle?
- Does practice remain manageable across different subjects, timetables, phases and staff roles?
- Are pupils with SEND, disability or language needs receiving accessible feedback and suitable challenge?