Jesus said “The kingdom of heaven is like a mustard seed that someone took and sowed in his field; it is the smallest of all the seeds, but when it has grown it is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches.”
Matthew 13:31-32

Tewin Cowper C of E Primary School

Believe Grow Succeed

Marking and Feedback Policy

Reviewed by Headteacher: Autumn 2026
Approved by FGB: Autumn 2026
Next Review Date: Autumn 2028

1. Rationale

Feedback is an integral part of teaching and learning. Its purpose is to help pupils understand what they have done successfully, identify what will move their learning forward and give them an opportunity to act. At Tewin, feedback is rooted in formative assessment: teachers continually check understanding, respond to misconceptions and adapt teaching.

Our approach is deliberately simple and sustainable. It prioritises timely, actionable feedback over extensive written comments and uses consistent visual cues so that pupils can recognise success and growth quickly.

2. Principles

Feedback should move learning forward and be linked to the learning objective, success criteria or key disciplinary knowledge/skill.

The most useful feedback is often immediate. Teachers and teaching assistants should use professional judgement to decide whether feedback is best given verbally, through modelling, questioning, highlighting, written prompts or whole-class feedback.

Pupils should have meaningful opportunities to respond to feedback, correct misconceptions and improve their work.

Feedback should recognise success as well as identify an achievable next step.

Marking and feedback must be meaningful, manageable and motivating; written marking is not required simply to provide evidence for adults.

Feedback practice should be inclusive and adapted to pupils' age, stage, SEND needs and independence.

3. Tewin's Core Marking Code

Cue	Meaning	What adults do	What pupils do
PINK – SUCCESS	Evidence that the learning objective/success criterion has been met or a particularly effective example.	Highlight the precise word, phrase, calculation, feature or success criterion that demonstrates success. Avoid colouring large sections without purpose.	Notice what worked and use it again.
GREEN – GROWTH	A point for improvement, **a** misconception or **an area** where learning can be strengthened.	Highlight the precise area that needs attention. Where helpful, add a brief green-pen prompt, question, model or code and, if appropriate, a relevant next step is provided.	Respond, correct, rehearse or improve in purple pen.
YELLOW BOX – NS (NEXT STEP) or Gap task	A clear next step that the pupil needs to act on to	Draw or highlight a yellow box and write "NS" with a	Read the NS/task and respond to it in purple

	move their learning forward.	short, specific and achievable next step. Use this selectively when a visible next step will help the child know exactly what to do next or gap task needs to be completed.	pen, either immediately or at the next appropriate opportunity.
PURPLE PEN – PUPIL EDITING	Pupil response to feedback and purposeful editing.	Build in time for pupils to act on feedback. Support pupils to think rather than simply copy an adult's correction.	Edit, improve, correct, redraft or add learning in purple pen.
GREEN PEN – TEACHER MARKING	Any written teacher annotation or marking.	Use green pen for ticks, dots, short prompts, codes, models and written feedback when written feedback is the most useful method.	Read and respond where a response is required.

Key convention: Pink means success; green means growth. The colours are not grades and should never be used to label a pupil's ability.

4. Over-the-Shoulder Marking: AFL in the Moment

Over-the-shoulder marking is Tewin's preferred visible form of in-the-moment Assessment for Learning (AFL). As teachers and teaching partners circulate, they check understanding, give concise feedback and, where useful, mark directly alongside the pupil while the learning is still active.

- Use pink highlighter to identify a successful example and green highlighter to pinpoint a growth point.
- Give verbal feedback first where this is quicker or clearer; a brief "VF" may be used in green pen where recording it is useful, but it is not required as proof that feedback happened.
- Ask the pupil to respond there and then in purple pen wherever this will strengthen learning.
- Use what is noticed to adapt the lesson: pause and reteach, model, question, scaffold, extend, regroup pupils or change the next task.
- Do not interrupt productive thinking simply to leave a mark. Sometimes the best feedback is a question or deliberate wait time.

5. Feedback Cycle

Stage	What it looks like	Typical evidence
In the moment	Checking for understanding; over-the-shoulder feedback; questioning; live modelling;	Pupil work, improved response, teacher observation, changed teaching.

	pink/green highlighting; pupil purple-pen response; immediate adaptation.	
Responsive / same-day	Brief review of work to identify pupils who need rapid catch-up, rehearsal or further challenge before the next lesson.	Targeted catch-up, small-group work, corrected misconception, adapted planning.
Feed-forward	Teacher reviews patterns across the class and plans the next teaching step. Whole-class feedback may be used when misconceptions or strengths are shared.	Next lesson starter, model, reteach, practice, whole-class feedback, revised planning.

6. Learning Objectives and Success Criteria

Learning objectives and success criteria should be clear, age-appropriate and used when they genuinely support learning.

Pink and green highlighting should be linked to the intended learning, not to general neatness or compliance.

Where a learning objective or success criterion is highlighted, pink indicates secure evidence of success and green identifies an aspect that still needs development.

Teachers may highlight directly within the work rather than only highlighting the learning objective, because precise feedback is more actionable.

7. Pupil Response and Editing

Pupils edit and respond in purple pen. Editing should be purposeful and appropriate to age and stage.

When an NS (Next Step) is identified in a yellow box, pupils should be given time to read and act on it in purple pen. The NS should identify the most useful next action rather than every possible improvement.

Time to respond may be immediate, later in the lesson, during a short feedback starter, or at the beginning of the next relevant lesson.

Adults should avoid routinely supplying the answer. Prompts should encourage pupils to retrieve, reason, correct and improve for themselves.

Where a pupil cannot yet make an independent correction, an adult may model or scaffold the next step and then give the pupil an opportunity to practise.

Where appropriate, next steps may also extend thinking or challenge more able children to go deeper with their topic, exploring a topic from a new perspective or way of thinking, fostering mastery and exploration.

8. Subject-Specific Expectations

English and writing

Feedback should prioritise the learning focus and a small number of high-value transcription or composition points. Teachers should not correct every error. Age-appropriate non-negotiables such as taught spelling

patterns, letter formation and core punctuation may be addressed selectively, with pupils correcting in purple pen.

Mathematics

Teachers should use live checking to identify misconceptions quickly. Correct answers may be ticked and errors may be indicated with a dot or green growth cue where this supports a pupil response. The priority is diagnosis and correction of the underlying misconception, not the volume of marks on the page.

Foundation subjects

Feedback should focus on the intended substantive or disciplinary knowledge and skill. Pink and green highlighting can identify precise evidence of success and growth. Written comments should be used only when they add value beyond verbal feedback, modelling or subsequent teaching.

EYFS and pupils working at an earlier developmental stage

Feedback should be predominantly immediate, verbal and practical. Adults should model, scaffold and rehearse in the moment. Recording should be proportionate and should not replace interaction with the child.

9. Marking Codes

Code	Meaning
VF	Verbal feedback given (optional recording where useful)
I	Independent work
S	Supported by an adult
CL	Capital Letters
P	Punctuation
//	New paragraph
NS	Next Step – shown in a yellow box to make the child's next action clear; pupil responds in purple pen.
SP	Spelling point to revisit/correct
~~	Writing does not make sense
•	Check/correct this answer or element
~~error~~	Errors should be crossed out with one line only through the writing E.g. ~~I have made a mistake~~

Codes are a shared shorthand, not a checklist. Staff should use only those that help the pupil understand and act.

10. What We Do Not Require

- Lengthy written comments on every piece of work.
- A fixed number or frequency of written comments.

- Evidence that every verbal interaction has been recorded.
- Marking for external observers rather than for pupils' learning.
- Repetitive praise such as "good work" when a precise pink success cue would be more informative.
- Pupils copying out an adult-provided correction without thinking.
- There is no required frequency for NS tasks, and they are not expected in every piece of work. When used, NS should extend or correct learning from that session.

11. Monitoring and Quality Assurance

Monitoring will evaluate the impact of feedback on learning, not compliance with a quantity of marking. Leaders will consider whether feedback is timely, linked to learning, acted upon by pupils, used to adapt teaching and manageable for staff.

- Book looks will be developmental and may be triangulated with pupil voice, lesson visits and planning.
- Leaders will look for a consistent understanding of Tewin's shared colour conventions when they are used, while recognising that the method and timing of feedback depend on context.
- Professional dialogue and moderation will be used to develop consistency in teacher judgement.
- The policy will be reviewed with staff and governors at least every two years, or earlier where evidence or school practice changes.

12. Evidence Base

This policy is informed by the Education Endowment Foundation guidance on teacher feedback, which emphasises strong formative assessment, appropriately timed feedback that moves learning forward, and planning for pupils to use feedback. It is also informed by Department for Education workload guidance that marking should be meaningful, manageable and motivating. Key sources: Education Endowment Foundation, Teacher Feedback to Improve Pupil Learning (2021); Department for Education, Eliminating unnecessary workload around marking (2016). Appendix A: Tewin Quick Reference

Tewin convention	Remember
Pink highlighter	SUCCESS - show exactly what has met the learning intention/success criterion. This may also appear in the text to highlight strong elements related to the LO.
Green highlighter	GROWTH - show exactly where learning can improve.
NS	Next Step or Gap task – shown in a yellow box to make the child's next action clear; pupil responds in purple pen.
Green pen	Teacher marking and brief written prompts.
Purple pen	Pupil editing, correction and response.
Over-the-shoulder marking	AFL in the moment: check, feedback, pupil responds, teaching adapts.
Written feedback	Use when it adds value; keep it specific and actionable.