

Windhill21 Feedback and Marking Procedure

May 2026

Review Date: May 2027

At Windhill21, feedback is used to **move learning forward**. Research shows that effective feedback has a strong impact on pupil progress when it is **timely, clear and acted upon by pupils** (Education Endowment Foundation).

Our approach prioritises **live feedback during lessons**, supported by **simple feedback in books**.

All books should be **looked at regularly by the teacher** to ensure learning is secure and foundational knowledge errors and misconceptions are addressed.

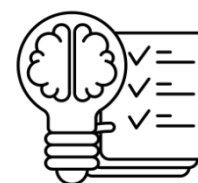
Growth Mindset



At Windhill21, we believe that effective feedback is rooted in a culture of a growth mindset. We actively encourage our pupils to view mistakes not as limitations, but as positive and essential components of the learning process. Our marking and feedback practices are designed to motivate children to take risks in their learning, understanding that stretching themselves is vital for progress. By praising effort, resilience, and the willingness to tackle difficult tasks, we teach our pupils that their abilities can be continuously developed. This philosophy is perfectly captured by Carol Dweck, who states that we must teach children **“to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning.”** At Windhill21, our feedback ensures that the focus remains firmly on the rewarding journey of improvement.

Feedback in Lessons

Teachers should prioritise feedback during learning. It is much more effective to support pupils during their daily progress than to wait and evaluate them after the work is done.



Using the **TLAC strategy “Circulate”**, teachers will:



- Move around the classroom strategically checking understanding
- Identify misconceptions quickly
- Look for foundational knowledge errors and correct them
- Give immediate verbal feedback
- Prompt pupils to improve work during the lesson

Whole class feedback may be used where common misconceptions occur.

Feedback closest to the learning has the greatest impact.

Windhill21 Pen and Highlighter System

To keep feedback clear and consistent, Windhill21 uses the following colour system.



Teacher Feedback

Teachers use:

Orange Pen

- Key marking codes
- Short written prompts if needed
- Corrections or guidance

Orange Highlighter

- Sections needing improvement
- Errors or misconceptions
- Areas pupils must edit or improve

Pupils use:

Pink Highlighter

- A pink dot

To identify when learning is correct

Green Highlighter

- A green dot

To identify when a mistake has been made

Blue Polish Pen

- To edit and correct work
- To extend ideas

Self and peer marking

This may be used during a lesson, for reflection/evaluation purposes; at the end of a lesson or as part of a separate focused marking lesson. All children are taught the skills of giving constructive feedback, the value of this and how to be a 'critical friend'. They are also given sufficient time to be able to complete this effectively. Children editing their own work This should be evident and should be carried out in a number of ways such as: in response to teacher comments or marking; as a result of reviewing work against the success criteria or through peer marking.

Windhill21 Marking Codes – Orange pen

	Finger space needed
	Punctuation is missing (capital letter, . , ! ? ; : “ ”)
<i>They was happy.</i> 	Phrase doesn't make sense/error/misconception
.....	Spelling correction needed
	Handwriting needs improvement (include ascenders and descenders)
	Verbal feedback given
	Teacher Assisted
	Strong/exceptional

Acting on Feedback

Pupils should be given time to:

- correct their mistakes
- improve highlighted sections
- edit their work

Improvement should be **visible in books**.

Book Review

Teachers regularly review books to:

- check learning
- identify misconceptions
- inform future teaching

Leaders will monitor feedback and learning through **learning walks, book looks, book study and pupil voice**.

The focus is always **evidence of learning and improvement**.

Exemplar – Year 4, Science

Tuesday 2nd June 2026

1. What is sound?
Remember particles from states of matter

Sound is a very quick vibration
travels as **waves**

sound waves can ONLY travel through a **medium**
such as:
• gas (air)
• liquid (water)
• solid (wood)

sound travels as vibrations through anything with **particles**

you can hear
see vibrations
feel vibrations

Place popcorn on a speaker
compare the reaction of popcorn to the loudness of the speaker

feel your throat as you speak in low voice

Connect

1. Match each state of matter to the image that best represents how its particles are arranged.

2. For each state, identify a material that exists in that form.

2. Solid - a book
liquid - water
gas - smoke

solid **liquid** **gas**

Explain

Sound is vibrations that travel through particles. We hear when the vibrations reach the ear. Sound travels as waves through a medium (a solid, a liquid or a gas).

Vibrate
means to move from side to side quickly with small movements.

Explain

Sound is vibrations that travel through particles. We hear when the vibrations reach the ear. Sound travels as waves through a medium (a solid, a liquid or a gas).

Three things are needed for a sound to be heard.

1. An object must vibrate.
2. The sound wave produced must travel through a medium.
3. A receiver such as the ear must pick up the sound waves.

Explain

vibrations enter canal
↓
ear drum vibrates
↓
bones in middle ear vibrate
↓
vibrations transfer to fluid in lower ear
↓
decoded by brain to make sense of vibrations

Anatomy of the ear

Attempt

vibrations travel through the air

Bird tweets and creates vibrations

Sound waves travel to your ear. Brain decodes the vibrations.

When Miss McKernan hit the first drum, the sprinkles on the second drum moved. This is because of the vibrations that travelled through the table (solid).

Exemplar – Year 1, Writing

Monday 11th May 2026

L.O. An experience day for our writing unit "The Storm Whale". To experience what a whale needs to be taken care of.

In this lesson, the children considered what a whale would need in order to stay alive. They thought about essential things such as food and water. They also pondered what a whale needs in order to be happy, for example friendship and wellbeing.

Things a whale needs:

very deep bath
fresh fish
love
seaweed that is slimy

Tuesday 12th May 2026

Learning Chunk 1: Action

tugged

Learning Chunk 2: Action and adverbs

secretly carefully quietly gently

crammed

Friday 15th May 2026

wild

Tuesday 12th May 2026

Plot Point 3 - Hide whale in bath

Nai tugged his fin back home and put his fin in the very deep bath. He crammed his whale into the very very deep bath. Nai took care of the whale.

Friday 15th May 2026

Plot Point 5

As Dad and Nai rowed the little fishing boat with whale back home but a wild storm began. Boom! Crash! Bang! The thunder was as loud as a drum. The wind was as wild as a tiger.