

Cardiff West Community High School

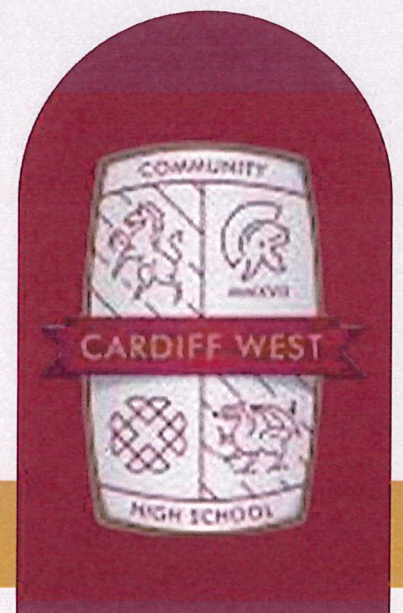
Feedback and Marking Policy 2026-28

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Cardiff West Community High School

Feedback and Marking Policy

Updated: 2025

1. Purpose and Vision

At Cardiff West Community High School, we believe that high-quality feedback is one of the most powerful tools for improving pupil progress. Our feedback and marking policy is designed to ensure that all feedback is:

- Meaningful: directly linked to learning objectives and success criteria.
- Manageable: sustainable for staff and embedded in daily practice.
- Motivating: empowering pupils to take ownership of their learning.

This policy aligns with our Five Fundamentals of Teaching and Learning and supports our whole-school commitment to excellence, equity, and continuous improvement.

2. Principles of Effective Feedback

All feedback at CWCHS should:

- Inform pupil progress and close learning gaps.
- Be timely, specific, and actionable.
- Encourage reflection and independence.
- Be visible in pupil work (especially through Directed Improvement Reflection Time).
- Be an effective use of teacher time.

3. Types of Feedback

Feedback may take a variety of forms, depending on the context and subject. These include:

- Verbal Feedback: The most frequent and immediate form. Teachers should indicate verbal feedback in books (e.g. "VF") and pupils must immediately respond to the verbal feedback in green pen.
- Self-Assessment: Pupils assess their own work using success criteria or Red, Amber, Green sheets.
- Peer Assessment: Pupils provide meaningful feedback to each other, linked to the success criteria, using WWW (What Went Well) and EBI (Even Better If) structures.
- Whole-Class Feedback: Teachers address common strengths and misconceptions using a feedback sheet or marking work under a visualiser.
- Live Marking: Real-time marking during lessons, often using a visualiser or circulating the room.

- Dot Marking: A method where a dot is placed next to an error for pupils to identify and correct, in green pen, independently.
- Marking for Literacy: Use of CWCHS literacy codes should be consistently used to inform pupils of literacy errors. No more than 5 literacy errors are identified per page.
- Coded Feedback: Numbers that correspond to a list of feedback comments are used to indicate strengths (WWW) and areas for improvement (EBI).
- Green Box Marking: A focused task or section of work is identified in a green box and is marked in detail for pupils to improve using green pen.

All teacher marking should be completed in red pen to ensure clarity and consistency across the school.

4. Deep Marking and Assessment

Key assessments and pieces of work should be deep marked at least once a half term for core areas of learning and once a term for other areas, who see pupils less frequently. This includes:

- WWW and EBI comments linked to success criteria.
- DIRT (Directed Improvement and Reflection Time). This should consist of a whole lesson, where pupils are given feedback that outline specific ways in which the pupil can improve their work. This feedback is given using WWW and EBI comments and pupils make their improvements in green pen.
- Opportunities for pupils to redraft, refine, or extend their work using green pen.

Marking should follow departmental expectations and be planned into schemes of learning. Literacy marking should highlight no more than five errors per piece, with correct spellings provided and corrections made by pupils in green pen.

5. DIRT (Directed Improvement and Reflection Time)

DIRT is a structured opportunity for pupils to:

- Act on feedback.
- Redraft or improve their work.
- Reflect on their learning.

DIRT should follow every deep-marked assessment and be completed in silence using green pen. DIRT lessons should occur at least once per half term (core subjects) and once per term for other subjects, last at least a whole lesson, and be clearly linked to specific feedback provided by the teacher.

6. Feedback in Practice

Every lesson should include:

- Opportunities for checking understanding (e.g. mini whiteboards, questioning).
- Circulation to assess and support learning in real time.
- Responsive teaching based on pupil needs.
- Immediate, verbal feedback that leads to action – pupils must be expected to respond.

7. Literacy and Presentation Expectations

- All teacher marking should be completed in red pen to ensure clarity and consistency.
- Pupils must respond to feedback and make corrections using green pen.
- Literacy errors should be identified using CWCHS marking codes and corrected as and when they are seen: during live marking, verbal feedback, or deep marking.
- No more than five literacy errors should be highlighted in a single piece of work to maintain focus and manageability.
- Correct spellings should be provided for pupils to copy out 3 times and learn.
- Pupils should be encouraged to self-correct using the literacy codes provided.

The full list of literacy marking codes can be found in the Teaching and Learning Handbook and should be displayed in all pupil books as part of the CWCHS Book Expectations.

Presentation expectations and progression points should also be visible in all pupil books to support self-monitoring and pride in work.

8. Quality Assurance

Feedback and marking will be monitored through:

- Whole School Book Scrutiny
- Lesson observations and drop ins.
- Pupil voice and progress data.
- Departmental reviews and moderation.