



Wilkinson Primary School

Show pride and respect in all that we do

MARKING & FEEDBACK POLICY

Date Reviewed: July 2024

Next Review Date: November 2026

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Marking and Feedback Policy

Rationale

At Wilkinson Primary School, we strive for children to achieve the very best outcomes, and we are committed to providing high quality feedback so that their work can be the best it can be. Whilst we acknowledge that it may look different in different subject areas and different year groups, effective feedback strategies should be embedded across the entire curriculum and enable children to progress both academically and socially. It is our vision that children will become more independent and self-reliant in improving their work and develop their autonomy as they move through the school. We want them to become increasingly responsible and involved in marking, editing, improving and assessing their work on a daily basis.

"Tell me, I'll forget. Show me, I'll remember. Involve me, I'll understand."

Core Principles

After consultation with staff, it has been unanimously agreed that fundamentally, feedback MUST be for the children. This alongside the following core principles has been agreed by staff and sets out the vision for this policy within every classroom in school. These principles are universal and can be applied to whole class, small group and 1:1 teaching, including supporting children with SEND.

Feedback should:

- ✓ Close gaps and address misconceptions
- ✓ Help the learner improve
- ✓ Be relevant and specific (to the child, task and subject)
- ✓ Be accessible and achievable for the child
- ✓ Be purposeful and constructive enabling learning to progress
- ✓ Be clear, succinct and timely
- ✓ Be motivating for the individual wherever possible
- ✓ Engage children and encourage independent thought
- ✓ Inform future planning, teaching and learning

Feedback should not:

- ✗ Be overwhelming
- ✗ Be onerous
- ✗ Rely heavily on written marking

General Expectations

1. Marking is carried out with the individual pupil/completion of work wherever possible.



2. Marking should include verbal feedback and/or written comments when necessary.
3. Comments to be relevant to lesson objective/success criteria and where necessary to encourage, motivate and acknowledge achievement or to point out where greater effort is required.
4. Homework is acknowledged in some form (written comment, stickers, stamps, smiley faces, focusing on successes and celebratory awards etc.) and this is consistent across all year groups.
5. Marking and feedback is given to support pupil's spelling and encourage use of RML skills and resources.
6. Children should be given time and encouraged to review marking from the teacher when books are returned.
7. Encourage Self-Marking where appropriate as in R.M.L where partners are used.
8. The teacher provides pupils with opportunities to assess their own work and that of others e.g. Paired work.
9. Expectations of self – assessment are followed throughout school - Yr 1 = thumbs up/down, Yr 2/3 = Traffic Lights, Year 4/5/6 = Traffic Lights & Comments. Child are expected to complete next step tasks where necessary.
10. Feedback allows for House Points to be used for good work, effort etc. and will generate team spirit through house colours.

Marking

At Wilkinson Primary School there is no expectation for teachers to be writing extensive written comments on children's work. This is not effective and, particularly with younger children who may not be able to read these comments. However, Teachers/TAs will:

- ✓ Be constructive and relate feedback to needs, attainment and ability.
- ✓ Mark in green pen – as long as it contrasts to child's text.
- ✓ Acknowledge all pieces of work in a positive and constructive way (stickers, stamps, smiley faces, focusing on successes and celebratory awards etc.) even if there is no written comment and this is consistent across all year groups.
- ✓ Letters on the ASPIRE stamps are circled dependent on what feedback is appropriate.
- ✓ Prioritise live marking comments related to objectives and next steps shared verbally throughout lessons.
- ✓ Where necessary/appropriate, tick or highlight any success criteria so that it is clear on how the children have performed within the lesson/piece of work.
- ✓ Send child to headteacher for exceptional work by the pupil. Headteacher sticker awarded.
- ✓ Provide children with opportunities to talk about their work and learning in a reflective way, giving them time to explain what went well and what they found challenging.



- ✓ Ensure that any key vocabulary is spelt correctly and, if not, is corrected at soon as possible.

Verbal Feedback

It has been widely researched and recognised that the most effective form of feedback for children is that of verbal feedback. Verbal feedback can be given to individual children, small groups or whole class by way of mini-plenaries. Feedback should be focused, direct and if children are required to make a change to their work, they should be given sufficient time to do this. Verbal feedback is most effective when it is within the lesson, at the point of learning. Verbal feedback, when used as part of the peer editing strategy, should lead to a change/improvement in work OR a decision to make no changes.

Marking Codes

1. Parents are able to access the marking policy on the website identifying marking codes. At the beginning of each term remind pupils of the codes.
2. Marking codes are displayed in class and shared with children.

✓ X	- Correct/Incorrect, have another attempt 'from Year 1'
1hp	- House point awarded
S	- Supported
GR	- Guided reading
Blue Line	- A SPAG element to correct
Blue Cross X	- An area where re-drafting is required
	- Where letters or numbers have not been formed correctly this is modelled by the teacher and practised by the child.



Effective Modelling

Teachers demonstrate high quality modelling so that children know what good looks like. These models can then be used to develop success criteria and to evaluate work. They also link to our consistent expectations of high standards of presentation throughout school.

Presentation of Work

It is our core belief that to succeed we need to show pride and respect in all that we do. When presenting our work we achieve consistency across the school by following the same format and having the expectation that children:

- Write the date - dating of work depending on ability, to be written by staff or pupils. Pupils to write date in FULL, except in Mathematics, e.g. 01.01.24
- Write the title / learning objective if appropriate.
- Check their work – e.g. spellings and punctuation.
- Make sure their work makes sense.
- If a mistake is made, put a x by the mistake; do not cross out.
- Handwriting – use lead - ins or joins.

Management

Role of Class Teacher

Each class teacher is responsible for implementing the policy and making sure all pupils know about the marking and feedback process.

It is important to encourage pupils to undertake their own self-evaluation across the school.

Role of the Subject Co-ordinator

Teacher's take part in systematic book trawls and lesson observations as an essential part of the overview and knowledge of the school's progress in their subject.

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