





# Woolton Primary School



# Marking and Feedback Policy 2023-2026

Written By	WPS
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Signed (Governor)	
Signed Headteacher	





At Woolton Primary we recognise that feedback is an integral and essential part of the learning dialogue between teacher and learner. We consider there to be three types of feedback which can impact on a learner's progress

### **Immediate Feedback**

Immediate, specific feedback given at the time and point of the learning incident is the most effective type of feedback. This will usually be verbal and could be for an individual child, a group of learners or for the whole class. Teachers will also constantly be seeking their own feedback on the progress of the lesson and the direction they need to take from that point onwards.

### **Summary Feedback**

Summary feedback usually occurs at the end of a lesson or learning episode. It allows the teacher to summarise the key learning points and areas for development. It is also the opportunity for the teacher to link the current learning to the next steps. This time is also an opportunity for peer and self assessment against agreed success criteria.

### **Review feedback**

This type of feedback, including most written feedback and marking, takes place furthest from the point of learning. It is vital therefore that comments made allow learners to engage with, reflect upon and develop their learning from the piece of work. Marking should follow the detail of the policy.

Effective Feedback should:

- Redirect or refocus the teacher's or learner's actions to achieve, or an improvement towards a desired learning goal.
- Clear, specific and accurate.
- Encourage and support further effort and learning resilience.
- Be meaningful.
- Provide specific guidance on how to improve and not just highlight error omissions and misconceptions.

Principles

- The sole purpose of feedback, including written marking is to further children's learning.
- The process of feedback and marking will create the evidence that it is an ongoing, interactive and developmental process.
- Written feedback must be accessible and meaningful to the recipient.
- Feedback delivered as close as possible to the learning incident is most effective.



- Feedback is a two way process. Throughout a lesson the teacher should be seeking feedback, through questioning, listening and observing, of the progress of the learners and be providing feedback to the learners of that progress.
- Feedback is part of the school’s wider assessment processes which aim to ensure a suitable level of challenge for all learners, and an array of strategies to ensure that each pupils learning is accurately measured and recorded.
- Written work produced by pupils should be reviewed at the earliest opportunity to ensure any feedback provided, written or verbal, can impact on the learners next steps.

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> <li>• Improvements evident in books, either through editing or further working</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer- assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre- and post-teaching based on assessment</li> <li>• Some evidence of self- and peer-assessment</li> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read / respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils’ future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>

### **Target Setting**

Target setting is an integral part of the feedback process. As a result of detailed and accurate feedback teachers will identify specific areas of learning where a particular pupil needs to develop their learning and understanding. This will become a learning target..

All pupils have a target card in their maths and English books. Teachers identify for each pupil key targets based on key objectives from The 2014 National Curriculum



Programmes of study for both English and Maths. Pupils should have the opportunity to work towards their targets on a regular basis. These targets should be shared with the children and their parents. "Target Tuesday" is an opportunity for all pupils to work towards their individual targets each week. When the teacher is satisfied a pupil has sufficiently met a learning target, that success should be acknowledged and celebrated. A further target should be identified and the process repeated.

**At WPS we aim to:**

- Mark children's work in a positive manner reflecting the WPS ethos and enhancing the self-esteem and confidence of or children.
- Mark written work regularly and consistently in ways which highlight strengths and shortcomings, using approaches which are understood by children and parents/carers.
- Provide a system of marking that is consistent and continuous across each stage within our school,
- Use marking to inform planning, be diagnostic and enhance the children's learning, offer guidance on how work can be improved.
- Use marking to help target setting.
- Help children can recognise their difficulties and mistakes.
- Encourage children to accept help/guidance from others
- Show children the 'next steps' they need to take in their learning.

At WPS we mark children's work to:

- To help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning and learning.
- To provide helpful feedback to children making sure of the following:
  1. their needs are identified and we can discuss with them what they find difficult and the next steps they need to take
  2. their achievements are recognised thus giving encouragement and building confidence
  3. to show that work is valued and to praise
  4. to ensure set tasks have been carried out

**At WPS effective marking will :**

- Provide clear feedback to children about the strengths and weaknesses of their work **relating to the Learning Objective set at the start of the lesson. (not the activity)**
- Recognise, encourage and reward children's efforts and progress.
- Encourage children to strive to improve.
- Direct children to what they need to do to improve their work and the next steps they need to take.
- Help parents/carers understand strengths and weaknesses in their children's work.
- Give the children time to address 'the wish' in the school's 'two stars and a wish' marking strategy i.e. 2 positive comments are written (stars) and the next step of learning is written (wish).
- Enable children to review/renew their targets and understand the next steps they need to take in their learning – records of this are kept



in children's books for monitoring purposes.

### **WPS Marking Basics**

- Staff will follow the WPS Marking and Feedback Policy to ensure continuity and coherence in our approach.
- Children's work will be marked on a regular basis.
- Staff will use clear and legible handwriting when writing comments on children's work.
- Comments made on children's work will always be grammatically correct.
- Staff will use the LA Marking Policy for additional guidance.

### **WPS Marking practicalities**

- WPS Teachers will always mark using a Green biro style pen.
- When work is marked by an adult other than the child's class teacher, a blue biro style pen will be used.
- When children peer assess they will use a pencil.

### **WPS Marking Strategy**

#### **Full Marking**

- Full marking - Work will be marked using the two stars and a wish approach, two positives will be noted and one development point recorded.
- Each child should have one piece of English and Maths work marked using full marking every school week. This will usually be work completed during the teacher guided or focus group session

#### **Concise Marking**

- Other pieces of work should be marked using concise marking.
- The following symbols should be used to support concise marking.

### **Marking symbols**

**G = guided**

**S = supported**

**I = independent**

#### **KS1**

☺ = achieved

✓ = satisfactory

☹ = further work

**VF = verbal feedback**

#### **KS2**

**A = achieved**

**S = satisfactory**

**FW = further work**



### **Must Marking**

- Must Marking is age related marking that should be completed as a matter of course when children are demonstrating that they are not achieving age related basic skills.
- Must Marking focus areas are punctuation, spelling, basic mathematical facts and multiplication tables.

### **Response Marking**

- Response marking requires children to make a written response to an additional task or activity set by the teacher. All children should be given the opportunity to take part in response marking on a regular basis.

### **Peer Assessment**

- **When appropriate the children will assess their own, or a partner's work against a class generated success criteria.**

#### **Further Guidance**

- Good presentation is always expected and may be marked.
- Children should be actively encouraged not to be ashamed of mistakes.
- Children should be encouraged to self edit.
- All correction fluids e.g. Tipp-Ex are banned from school.
- Where corrections are called for there should be evidence of a marked response.
- Teachers/Learning Support Assistants who feel that children have completed an especially good piece of work can send the child to the Headteacher for additional praise and encouragement, and, of course, recognise the importance of informing parents/carers on such occasions.
- Appropriate comments or prompt questions will be written in language that the child understands. Comments will focus on and clearly identify what children need to do to improve. This assumes having comments read to them if they are non readers. **The child's 'next steps' in their learning must always be written as 'the wish'.**
- Every effort must be made to allow children time to reflect on comments written and then edit/improve their work.
- Target cards are kept in each child's book and these are annotated to show progress.