



Wildridings Primary School MARKING AND FEEDBACK POLICY

Headteacher	Mr Brent Ellis
Chair of the Governing Body	Mr Oli Rock

Approved by FGB	27 th November 2025
Next Review	November 2027

Policy Statement

At Wildridings Primary School we understand the importance of feedback and the impact this has on teaching and learning. It is important that children are aware of their achievements as well as provide them with targets to facilitate their future progress. We use evidence of best practice from the Education Endowment Foundation to support the effective use of feedback and make considerations on the impact of marking on teacher workload- marking needs to be specific, meaningful and have impact.

We also believe it is important to instil a sense of pride in the children, which in turn should be reflected in the presentation of their work. We believe that by setting the children high expectations it will encourage them to work towards self-improvement and reach their potential in standards of achievement.

We aim to;

- Set high standards of expectation from the children in the presentation of their work.
- Instil in the children a sense of pride in their work by making explicit, acceptable standards of presentation in their work.
- Help children to realise that presentation is not more important than the content of their work, but that it is an important aspect of their work.
- Offer the children through both oral and written comments, a caring, supportive atmosphere within which they can be guided to improving their learning and reach their full potential.
- Enable the children to have an explicit understanding of the learning aim of the lesson.

In order to have progression and continuity in the presentation of work it is essential there is a mutually developed policy. Therefore, the following guidelines have been compiled in order to support the children in the presentation of their work at our school.

General guidelines Key Stage 2

- All work is dated and titled with an ML (My Learning).
- Date and title are underlined, with a straight line using a ruler.
- Any work not in books should have the child's name on it.
- Worksheets are trimmed before being stuck neatly into books.
- Children should begin writing in pen as soon as they have developed a neat style of handwriting, ideally by the end of Year 4.
- Children are not allowed to doodle on their book covers and names and subject should be written on neatly in school hand-writing style, using a handwriting pen.
- Poorly presented work is done again at an appropriate time.
- Incomplete work is to be completed to an agreed standard, where appropriate, in the children's own time with a reasonable deadline and if necessary, a note to parents.
- Incorrect work should have a straight line drawn through it in order that the original work can still be seen.

Handwriting

- Children in reception will print.
- All children and adults will follow the handwriting scheme Kinetic Letters.

Maths Key Stage 1

- Maths work is completed in pencil.
- Maths work in reception is primarily practical. Children record work / jottings on white boards / worksheets. When work is recorded, the teacher should write the date whilst children trace / copy their names. By summer term, most children should be writing their own names and numbers independently.
- Children write the short date
- If children are using cm squared paper – one numeral to be put in each square

Maths Key Stage 2

- The date to be written in the short form
- A margin of 3 complete squares to be drawn on the left-hand side in years 4-6
- My Learning is at the top of each piece of learning.
- One numeral in each square
- Corrections should be corrected (Some but not all with the use of 'purple pen'.)

General guidelines

- Teachers should write children's names and subject title on the book cover or stick on a label
- Doodling is not permitted in or on exercise books
- Children should be encouraged to use a sharp pencil

Guidelines for the marking of children's work.

The marking practice should be consistent across the school to ensure children understand the feedback being given to them. Any marking must impact on planning, teaching and assessment to have a positive impact on children's progress. In books, marking should be short, sharp and to the point so that it is helpful to the children with the emphasis on the use of Verbal Feedback (VF). There is no requirement for all pieces of work to be marked in depth but there must be evidence of at least good progress in the books. Where appropriate marking of the MLs should be in line with the objectives on our school tracking system (Insight)

Children must be made aware of the purpose of each task and focus for marking (ML or Learning Objective). All teachers have consistently high expectations of children's work in every subject and will check that children are using grammar and spelling in their writing across all subjects accurately.

It is important to ensure that foundation subjects are still marked against the subject specific expected outcomes.

Children should be given the opportunity to respond to marking and follow the guidance given to them through marking.

Our system of marking has been agreed with all staff to ensure that **quality** marking and verbal and written feedback is given to children in a meaningful way for them to understand. Clear symbols have been agreed.

Marking will be completed using a contrasting coloured pen – green for teachers and red for teaching assistants.

It will be made clear whether pupil's have been supported with the learning or have worked independently- indicating this with (WS) or (I). This will help with teacher assessment of whether the learning objective has been fully achieved or not.

There may be times where peer or self-marking may be appropriate – this may be in purple pen.

Early Years

Assessment is primarily via oral feedback. Stickers / house points are awarded for good work. Written comments are primarily for the benefit of external agencies / teacher assessment.

Marking should draw attention to incorrect letter and number formations or spelling, linked to the phonics stage the children have reached. Written comments should praise good work and identify targets. Key words which the children should know will be corrected and children will be encouraged to write phonetically plausible attempts for unknown spellings or use aids such as a keyword mat.

A high emphasis is placed on securing basic skills in Early Years.

Principles for every day marking

Marking a child's work should provide a helpful interaction between the child and the teacher. If children are to develop as independent learners with an awareness of their strengths as well as areas for development, it is essential that children are made aware of the learning intentions of the tasks and of the criteria against which their work will be marked.

Marking should:

- be timely and every piece of work should receive feedback (Either by child v's criteria, peer v's criteria or teacher/TA),
- relate to what is taught, reinforcing the objectives (My learning) for that lesson,
- be positive, indicating what has been done well as well as where mistakes have been made,
- pick up individual or group targets, where relevant,
- indicate an area for further development and how to set about the next priority,
- be precise, including the use of shared technical terms,
- be realistic in expectations.

If the child has not met the objective or their presentation, handwriting and spelling is not as expected, children will be given the opportunity, and expected, to revise errors or improve work based on the feedback. Children will also have the opportunity to evaluate their own work by self-assessing against success criteria / steps to success.

Note; time should be made available for children to read and respond to comments made on their work so they can evaluate their progress in terms of gains in knowledge, skills as well as identify targets for improvement.

Wherever possible, marking will take place with the children, e.g. when staff are working with a focus group. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.

Feedback

Individual verbal feedback; can be indicated on the piece of work by the symbol 'VF'. This is more powerful and has maximum impact when pointing out successes and improvement needs against learning intentions. It is also useful when;

- the feedback is complicated and would be too much to write or for the child to comprehend;
- the work is well below or above expectation and talking provides a more sensitive approach.

Whole class verbal feedback: at the end of lessons going through work set, talking about processes and answers, discussing and reviewing learning and any misconceptions.

Group verbal feedback: to be given as part of a dynamic process either during the lesson or at the end.

Work that has simply been ticked and marked with a 'VF + key learning foci' indicates that sufficient oral feedback has been given during the lesson.

Written feedback: should be clear in meaning and developmental (children will find out how they are getting on and what their next learning step will be). Where written feedback is given, time should be made available for children to read the comments on their work, or to have an adult read them.

Target marking: when a teacher makes a detailed assessment of the work carried out by an identified target group. This will focus on specific agreed success criteria, which has been shared with the children. Target groups will alter on a daily basis, thereby ensuring that each child has frequent comments and feedback in all subjects.

The application of English and Maths skills across the curriculum is important so marking in other subjects will reflect high expectations in applying these basic skills as well as a clear focus on the learning objective in the subject being taught.

Weekly planning should indicate daily focus groups working with the teacher or other adult.

On occasions children may self-mark under teacher direction in order to gain instant feedback.

Where possible it is recognised as being good practice to mark work with the child present so that dialogue between the teacher and child can take place. Comments need to be constructive and positive. It is important to relate comments to the objectives / success criteria and ensure that work is not over corrected. Comments should also provide children with their next developmental target.

MARKING CODE

Essential Marking for all subjects	
 <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 10px;"> + Learning goal e.g. commas </div>	Verbal feedback – targeted support has been given in class by an adult.
	Good Learning
	Next step or target
Green Pen	Feedback from the teacher – usually requires action.
Red Pen	Feedback from another class based adult – usually requires action.
Purple Pen	Children respond to <u>ALL</u> marking using purple pen
WS	Child has completed this with some adult support, either as a group or 1:1
I	Child has completed this independently.

Marking explained

1. ML has got to be skill based providing a clear focus for the children
2. **Verbal Feedback will be used as our main form of marking. Instant feedback is vital for the children's learning. VF + Learning goal will be used in the children's books e.g. VF Commas.**
3. ML will be highlighted either Green or Yellow depending on whether the child has achieved the objective. Green highlighter is used at the end of the piece of learning to highlight the 'GOOD' aspect of the work – or where work meets the objective.
4. Spelling, grammar and punctuation will be marked. Spelling will be corrected using strategies from our phonics scheme- SoundsWrite (*see SoundsWrite guidance.*) This can be any of the following:
 - Pupils asked to correct spellings by either breaking them into sounds or syllables- lines used to indicate how many sounds or syllables.
 - Pupils can be given the trickier sounds within the word and then build the rest.
 - Post it notes can be used to give pupils the anagram of the word which will help them build it and make the correction.
 - Common exception words should be visible for pupils to allow opportunity for self-correction.
5. Where necessary, a target, next step or challenge questions will be made at the end of a piece of learning. This should promote thinking or in turn allow children to improve their learning. This is identified by using yellow.
6. Time is given in lessons for the children to complete the next step in their learning.