

Woodlea Primary School

Feedback and Marking Policy



Date written	September 2024, reviewed September 2025
Written by	Abigail Oliver Headteacher
Date ratified by governors	September 2025
Review date	September 2026

Rationale

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance' (Teaching Walkthrus Tom Sherington and Oliver Caviglioli 2020).

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.' (Report of the Independent Teacher Workload Review Group)

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective John Hattie argues that it needs to:

- Be clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- Be directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.
- Be combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria).
- Ideally occur as the pupils are doing the learning.
- Provide information on how and why the pupil has or has not met the criteria.
- Provide strategies to help the pupil to improve.

At Woodlea:

- Feedback and marking is focused on learning intentions and success criteria rather than generic phrases such as "well done" or "good boy/girl".
- Verbal feedback and live marking is done within the lesson, where possible, as this prompts deeper thinking, and swiftly addresses misconceptions. This includes effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid lesson adjustments or written feedback where misconceptions are remodelled or challenges provided.
- All learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome.
- Strategies for self-assessment are explicitly taught to enable children to identify their own mistakes and correct accordingly.
- All written feedback and marking by teachers and LSAs is in clear, legible handwriting. This should be joined in years 3-6.
- Staff use a highlighting and marking code system outlined in this document, which progresses according to children's age and stage of development.
- Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be used to plan future lessons accordingly.
- Marking is done by staff in **green** pen.
- Children make improvements/correct mistakes/answer challenge questions in **purple** pen.
- An opportunity to respond verbally or in written form to the feedback/marking will be given within the lesson or at the start of the next lesson. This is called **Reflect and Perfect Time**.
- Autonomy is given to the children to assess their work using the success criteria on their Learning Intention sticker. Teachers will acknowledge the marking completed by the children.
- Marking can include setting additional questions/actions to address gaps in understanding and provide greater depth challenge.

EYFS

- The vast majority of feedback and marking is given verbally to children in the moment.
- Evidence of key learning is added to Tapestry learning journals either as a photo, video or written comment and linked to the EYFS areas.
- All writing is added to Tapestry.
- Staff may add a next step to the observation to aid future provision planning and intervention.
- Maths is primarily practical in nature in EYFS, but where work is recorded on paper, ✓ tick for correct and dot . if not correct.
- It is important to ensure that the correct balance is struck between spending time engaged with children developing their skills and knowledge and time spent adding/uploading observations.

Years 1-6 All lessons

Teachers use highlighter pens to highlight underneath examples (not necessarily every example) where the work shows that the child has achieved the success criteria. This is the main focus of marking. Written comments, if needed, should be short. Where possible, especially in maths, teachers live mark in the lesson, or get the children to self-mark, to spot if the learning is on track, or needs to be more/less challenging. LSAs help with this and teachers provide an answer sheet where possible. This also saves time at the end of the day. Teachers ensure that time is given for children to edit/correct their work/answer challenge questions set as a result of marking, ideally the next day, or next lesson if wider curriculum. This is called **Reflect and Perfect Time**. If the issue is the same for more than a few children, teaching is adapted in the first part of the next lesson for the whole class, or a group, as additional teaching or changing the way staff explain/model something may be needed if a skill/knowledge is not understood.

Years 1- 6 Writing

The main focus of the marking is the success criteria. Teachers then choose just a few other non-negotiables to correct, if appropriate for that child, but not every mistake. Staff consider how long the editing will take. More than 5 minutes of Reflect and Perfect Time for KS1 and 10 minutes for KS2 is too much, unless the entire focus of the lesson is learning how to edit. These Learning Intention stickers will be stuck in books and referred to throughout the lesson.

Year 1

Subject:		Date: Monday 2 nd September 2024		
Adult support	Group support	Partner support	Independent	
Learning intention:				
To be successful I need to...	Self	Friend	Teacher	Next steps to success
•	✓			
•	✓	✓		
•	✓	✓		
Reminders for next time				
				
Copy this letter or spelling 3 times				

Staff highlight in the work where they can see evidence of the success criteria (underneath it). They do not have to highlight every piece of evidence. The line should be neat and match the colour in the teacher's column. The highlighter pen colours must be different for each success criteria. If children are working on the same criteria within a few lessons, staff should use the same colours to avoid confusion.

Next steps to success: if a success criteria hasn't been met, staff put an asterisk * in that row in green pen. **Reminders for next time:** staff circle reminders on the learning intention sticker as appropriate in green pen.

Request correction of up to two things from the list below (in addition to the success criteria)

- Common exception words from the KS1 lists – write these at the bottom of the sticker in green, child copies in purple.
- Letter formation – correct formation given in green pen on sticker to copy three times in purple.
- Capital Letter – underline where it should be in green and child corrects next to it in purple.
- Full-stop – underline where it should be in green and child adds full-stop in purple.
- Question mark – underline where it should be and child corrects in purple near this place

Year 2 Writing

As Year 1, with the addition of joined handwriting in the reminders and requests for improvement.

Curriculum Subject:		Date:		
Adult support	Group support	Partner support	Independent	
Learning intention:				
To be successful I need to...	Self	Friend	Teacher	Next steps to success
•				
•				
•				
Reminders for next time				
     				
Copy these letters or spellings 3 times				

Year 3 and 4 Writing

Subject:		Date:		
Adult support	Group support	Adult support	Group support	
Learning intention:				
To be successful I need to...	Self	Friend	Teacher	Next steps to success
•				
•				
•				
Reminders for next time				
				

Staff highlight in the work where they can see evidence of the success criteria (underneath it). They do not have to highlight every piece of evidence. The line should be neat and match the colour in the teacher's column. The highlighter pen colours must be different for each success criteria. If children are working on the same criteria within a few lessons, staff should use the same colours to avoid confusion.

Next steps to success: if a success criteria hasn't been met, staff put an asterisk * in that row in green pen and also in the margin of the line where this needs to be corrected/improved. Children make improvements in purple pen either at that point if it is a small improvement, or at the bottom of their work if they are completely changing a sentence or longer.

Reminders for next time: staff circle reminders as appropriate in green pen.

In addition to the above, staff underline two things to change from the following by drawing a green line under what needs to be corrected and using the code below in the margin in green pen. Corrections to be written by child in purple pen where the improvements are needed, or in the margin.

C= Capital Letter

SP= Spelling common exception words from the Y3-6 lists

P = Punctuation

T= Tense

V= Vocabulary Choice

^ = Word missing

¶ = Paragraph needed

H= Handwriting. If necessary, write what the word should look like for the child to copy.

Year 5 and 6 Writing Note that in Y6 the teacher may not always use these if a piece of work is to be used for SATS teacher assessment.

Subject:		Date:		
Adult support	Group Support	Partner support	Independent	
Learning intention:				
To be successful I need to...	Self	Friend	Teacher	Next steps to success
•				
•				
•				

Staff highlight in the work where they can see evidence of the success criteria (underneath it). They do not have to highlight every piece of evidence. The line should be neat and match the colour in the teacher's column. The highlighter pen colours must be different for each success criteria. If children are working on the same criteria within a few lessons, staff should use the same colours to avoid confusion.

Next steps to success: If a success criteria hasn't been met, staff put an asterisk * in that row in green pen. Most children in Y5 and Y6 will be expected to find where to make the improvement themselves, in purple pen, doing this either at that point if it is a small improvement, or at the bottom of their work if they are completely changing a sentence or longer.

In addition to the above, choose two things that are not part of the success criteria to change from the following by using the code below in the margin in green pen. Corrections to be written by child in purple pen where the improvements are needed, or in the margin.

C= Capital Letter

SP= Spelling common exception words from the Y3-6 lists

P = Punctuation

T= Tense

V= Vocabulary Choice

^ = Word missing

¶ = Paragraph needed

H= Handwriting. If necessary, write what the word should look like for the child to copy.

Maths Y1-6

✓ tick for correct and dot . if not correct. A question can be set for them to answer in the next lesson, if they have achieved everything needed (such as all answers correct) or equally if they really didn't understand, staff can set an easier question. Staff can make use of the questions from higher or lower levels that they already had prepared for the lesson that day where possible, to save time. As above, adapt the next lesson instead if lots of children didn't get it. Then assess the learning against the success criteria sticker and tick.

Subject:		Date:		
Adult support	Group Support	Partner support	Independent	
Learning intention:				
To be successful I need to...	Self	Friend	Teacher	Next steps to success
•				
•				
•				

Wider Curriculum (Years 1-6)

Subject:		Date:		
Adult support	Group Support	Partner support	Independent	
Learning intention:				
To be successful I need to...	Self	Friend	Teacher	Next steps to success
•				
•				
•				

Then assess the learning against the success criteria sticker and tick.

Next steps to success: If a success criteria hasn't been met, staff put an asterisk * in that row in green pen.

Y1-4

Staff put an asterisk next to the place in the work that they want a change to be made.

Y5 and 6

Most children will be expected to find where to make the improvement themselves, in purple pen, doing this either at that point if it is a small improvement, or at the bottom of their work if they are completely changing a sentence or longer.

PE, Music, spoken French, drama, PSHE discussions

The children will still be made aware of the learning intention and success criteria as in all other lessons. Feedback will be verbal. Videos can be made as evidence where appropriate (and so the children can watch/listen to these as part of plenaries and critique work).