



**St. Wilfrid's  
Church of England  
Primary Academy**

Executive Headteacher: Mr S. Colothan



# Marking and Feedback Policy

September 2024

**'I can do all things through Christ who strengthens me.'**

**Phillippians 4:13**

## Our Christian Vision

*'I can do all things through Christ who strengthens me.'* **Philippians 4:13**

1. Our **children** will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.



## Our Mission Statement



We will ensure that our children **achieve** exceptionally well.

We will nurture our children to **believe** in themselves and each other.

We will create a culture of love, **care** and respect for one another.

**At St. Wilfrid's, we can do all things through Christ who gives us strength.**

## Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

## Our Christian Values

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do.

Love is at the heart of our Christian Values and all members of our school community aim to 'live out' our Christian Values in our actions and choices.



## **Rationale**

We have a Marking and Feedback Policy to ensure that all children have their work recognised in such a way that it will improve progress and attainment and identify actions, develop self-confidence, raise self-esteem and provide opportunities for self- assessment. As a result of this policy, there will be greater consistency in the way that children's work is marked across the school.

## **Principles and Aims**

The purpose of marking and feedback is:

- To celebrate achievement and effort in children's school work and to provide actions to help them improve.
- To confirm standards, individually, and within the class.
- To offer children the opportunity to respond to marking for improvement.
- To determine whether a child can work within set time limits or targets.
- To assess and evaluate against the success criteria.
- To measure the school's progress against national expectation.

## **Types of Marking and Feedback**

Marking and feedback should:

- Relate to learning objectives, success criteria and individual targets (including IEPs – Individual Education Plans), which need to be shared with children.
- Involve all adults working with children in the classroom, where appropriate.
- Be based on the child's prior attainment within the context of marking towards the learning objective(s).
- Use a consistent approach throughout the school. *See Appendix for Presentation, Marking and Feedback Guidance.*
- Give recognition and appropriate praise for achievement e.g. a house point, sticker etc.
- Give clear strategies for improvement. *See Appendix for Presentation, Marking and Feedback Guidance.*
- Give time for children to action marking, where necessary. *See Appendix for Presentation, Marking and Feedback Guidance.*
- Respond to individual learning needs, marking a piece of work alongside a pupil if this is beneficial.
- Ensure all children, regardless of ability, are involved in the feedback and marking process (whether verbal or written), so that progress is facilitated and actions identified.
- Ultimately be seen by children as positive in improving their learning.
- Inform future planning and group or individual target setting.
- Be smart and purposeful, not creating unmanageable teacher workload.

## Types of Feedback and Marking

**Written feedback/marking:** This consists of ticks for correct answers and crosses for incorrect answers. Written feedback should focus on issues about the learning objective and individual next step targets and where appropriate IEP targets. Marking by teachers should be carried out in **black** or **blue** pen.

**Verbal Feedback:** This consists of the teacher providing oral feedback to an individual, group of pupils or whole class about their understanding.

**Self-Marking (Key Stage 2 only):** This consists of pupils marking their own work in particular tasks for children to recognise mistakes and get instant feedback. These include mental maths tasks, spelling exercises and grammar and punctuation activities. *NB. This should only be carried out for specific tasks and should not be a routine method for marking.* If self-marking is used, this needs to be acknowledged by the teacher and a written comment where appropriate. Self-marking should be carried out in a **purple** pen.

**Shared Marking:** This consists of using a child's piece of work on the Interactive whiteboard, where the teacher models the marking process and teaches particular points at the same time. If a child's work is being used for shared marking, it is appropriate to ask the child for their permission.

## Self-Assessment and Peer Assessment

Children are encouraged to self-assess their learning against objectives throughout the school. This may consist of a visual action, such a thumbs up or down, or a written self-assessment. A 'traffic light' system is used across the school to record self-assessment and older children are encouraged to write a comment when this is appropriate.

Children are encouraged to use peer assessment to identify positives measured against success criteria and suggesting improvements.

- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task.
- Children should be given support through modelling to help them suggest improvements.
- Children should be given time and the appropriate opportunity to act upon suggestions.
- The quality of the improvement suggestions within peer assessment should be overseen and monitored by the teacher/adult working with the child.

## Drafting and Editing

In KS2, children are given regular opportunities to edit and improve extended pieces of writing in their 'Draft and Edit' books. Children use a **green** pen to edit and make improvements to their writing.

## Actions

Actions are used to identify next steps in the children's learning. These should be used where appropriate and should enable children to identify the next steps in their learning to make effective progress. Actions are recorded in the children's work books. *See Appendix for Presentation, Marking and Feedback Guidance.*

## **Secretarial Features**

Each spelling, punctuation and grammatical error will not be addressed in every piece of writing. The purpose of correcting secretarial features is for children to learn from their mistakes and to improve and develop their skills further, not to make the child feel discouraged or heavily criticised. With this principle in mind, spelling, punctuation and grammar will be corrected in a manner which is focused and beneficial to the child.

High frequency words and National Curriculum word lists will be prioritised and corrected in line with age related expectations. Curriculum-related vocabulary will also be corrected e.g. rhombus (maths) and electrical circuit (Science).

When work is finished, children should be asked to check that they have met all non-negotiables and proof read their work for accuracy.

All work used for display should be neatly presented to a high standard based on the child's age and individual ability. It should also be checked by the teacher for accuracy.

## **Monitoring and Review**

The Senior Leadership Team will monitor the effectiveness of the Policy to ensure that marking systems are upheld and that every child receives effective feedback in their marking that is positive, constructive and relevant. This will be through book scrutiny as part of the monitoring and evaluation cycle.

## **Presentation, Marking and Feedback Guidance Sheet**

Appendix 1





## Presentation, Marking and Feedback Guidance Sheet - Appendix 1



- **Non-Negotiables:** Differentiated non-negotiable instructions are in the front of every workbook. If a child does not adhere to any of these non-negotiables, reference should be made in marking and feedback using (NN)
- Learning Objectives should be written or stuck at the top of **every** piece of work. These must be specific to the curriculum area. Learning Objectives should begin with '**L.O: To...**'
- At the end of every piece of work, the teacher must include a tick in a bubble if the Learning Objective has been achieved: (✓) If appropriate, a positive comment may be used to recognise and praise progress or achievement.
- Opportunities should be given for children to read marking and feedback. Where appropriate, children will be given an action using the symbol: [A] This action may be in the form of responding to a question or challenge, explaining something or making a correction.
- **Spelling Mistakes:** Age-appropriate spelling mistakes should be **underlined** by the teacher and the correct spelling of the word written in the margin when necessary. Children may be asked to write any reoccurring spelling mistakes as part of: [A]
- **Punctuation Errors:** When errors are made in punctuation, the teacher should annotate with a circle and correct beside.  
For example, E@mma was late. If a punctuation mark is missed out, a circle is placed where it should be with the punctuation mark inside.
- **Self-Assessment:** Children should self-assess their learning and understanding against the Learning Objective at the end of every lesson. A traffic light system is used across the school: **Green** (I have a complete understanding of the LO), **Amber** (I have some understanding of the LO, but need to further develop) and **RED** (I have little understanding of the LO and need help/support). Children should also be encouraged to write a comment about their learning when appropriate. This may be modelled by the teacher.
- **Evidence:** Photographs may be taken when appropriate and stuck into children's books as evidence of learning. Children should be encouraged to annotate and comment on learning.
- **Uplevelling Writing:** Opportunities should be given for pupils to edit and improve their writing. Children may use a different **green** pen or pencil for uplevelling vocabulary and punctuation.
- **Handwriting:** Teachers should follow the Handwriting Scheme in their marking and should model the correct letter formation and joins.

## **Presentation**

- All work must be dated. In Maths, the short date should be used e.g. 6.9.24. In English and Topic, the full date should be used e.g. Monday 6<sup>th</sup> September 2024. The date should be written on the first line of a page, and at the start of the margin. This should be underlined with a ruler.
- If the piece of work has a title in addition to the Learning Objective, this must be written in the middle of the second line and underlined with a ruler.
- Pages in Maths Books should be folded in half (when appropriate) and children should use one digit per square.
- Numbers should be written in margins.
- Children should always use pencil in Maths. In English and topic, children should use a pencil unless they have obtained a 'Pen License' (This can be given from Year 4). All children in Year 6 are encouraged to use a pen during the Summer Term, following SATs, in preparation for High School.