



Marking and Feedback Policy

Document Control

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Approval		
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Aims and objectives.

Wirksworth Junior School Marking and Feedback Policy sets the context for how teachers and teaching assistants can consistently respond to children's learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

This policy has been written in collaboration with Wirksworth Federation of Infant schools.

How children's work is received, responded to, and marked, and the nature of feedback given to them, will have a direct impact on learning attitudes and future achievements.

We believe that marking and feedback should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives, success criteria and individual pupil targets enabling children to become effective learners.

These expectations are introduced as the 'learning objective' and how this will be achieved is referred to as WALT (We are learning to) and WILF (What I'm looking for) also known as the success criteria. These are clearly shared with the children – usually at the start of each lesson. These link to the end of year expectations for the appropriate year group.

Purpose of the policy

- To recognise, encourage and reward children's effort and achievement and celebrate success.
- To involve children in the learning process and improve their ability to review their own learning.
- To provide a dialogue between teacher/teaching assistant and the child that enables appropriate feedback about strengths and areas for development.
- To provide the teacher/teaching assistant with information on the progress being made by individual children and thus enabling more effective subsequent planning and intervention groups.
- To enable children to develop the skills of self, peer and group assessment.
- As an Assessment for Learning tool for collaborative learning to accelerate progress and raise standards.
- To help report the children's progress to parents/carers.
- To ensure a consistent approach to marking and feedback by all staff.
- To ensure all learners receive quality feedback, taking the form of spoken or written marking, peer marking and self-assessment.

Different types of assessment (Also read the Assessment policy alongside this policy)

Summative assessment

Summative assessment is a high-stakes evaluation conducted at the end of an instructional unit, term, or project to measure student learning against benchmarks or standards.

It focuses on outcomes, producing a final grade, score, or report, such as final exams, projects, or portfolios, to determine proficiency and accountability.

Formative assessment

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task

the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).

This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see [Peer tutoring](#)).

Principles

The best and most effective marking and feedback should:

- Be done during the lesson. (Live marking.)
- Be focused and relate to the WALT, WILF, success criteria or individual children's targets.
- Be accessible to all children, manageable for the staff and involve all adults working with the children.
- Be positive, constructive and help children to value their work.
- Reward and encourage achievement and effort.
- Provide opportunities for the children to improve their work and generate a 'next step' in learning.
- Impact on future teaching and learning.
- Scaffolded according to the learning needs of individual children and be developmental across the age range.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Have consistent marking and feedback symbols (see Appendix 1) which are displayed and used in each classroom. Children should understand the meaning of the mark/markings they receive.
- Give children opportunities to mark their own (self-assessment) and others (peer assessment) work, to make suggested improvements and to act upon the suggestions made about their own work.
- Ensure all children receive quality feedback. The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a child is able to tackle subsequent work.
- Be clear that there is no expectation that all children will be marked in the same way for any given piece of work; it should reflect individual needs and abilities.
- Ensure children are taught and encouraged to check their own work by understanding the success criteria, so that they can complete work to the highest standard.

EEF research has 5 main principal points which we aim to follow.

1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.
2. Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback.
3. Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).
4. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

5. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.

Different types of feedback (See Appendix 6)

- Whole class- oral
- Live marking- oral
- Distant marking- written
- Peer marking- independent
- Self-marking and checking- independent

Each of these ways should be used in day to day and ongoing assessment.

Management of marking and feedback

It is important that marking and feedback has an impact on children's learning and is manageable for teachers and teaching assistants. Not all pieces of work can be formatively marked. Verbal feedback is extremely powerful and should be given in a developmental style acknowledging strengths and pointing out next steps in learning across the Key Stage. Where we can, we will encourage live marking from the teacher or teaching assistant. This will include speaking 1:1 with the pupil, possibly annotating the pupil's book, or writing questions for the pupil to answer.

Giving feedback

Marking is primarily based upon checking the pupils' work next to the WALT, WILF, success criteria and/or specific individual targets.

All work marked by Teachers or Teaching Assistants will be marked using green and pink pens/highlighters, as soon as possible after the piece of work has been completed.

All WALTs will be highlighted:

Green – WALT achieved

Orange – WALT achieved with support

Pink – WALT not yet achieved (this should be re-highlighted in green once scaffolding or feedback has been given to help the child achieve the learning objective).

In addition to this, in Extended Writing and English Key Skills books, examples of the WILF (Success Criteria) will be highlighted in green. This highlighting will enable Teachers to clearly identify writing skills that can be assessed on the Writing Assessment Grids.

Pink Pen will be used by the Teacher/Teaching Assistant to write targets and next steps (e.g. at the end of Cold Writes); to write down any marking codes in the margin of pupils' work during live marking; and to write questions for pupils to answer (which will enable teachers to glean further evidence of pupils' understanding of the learning objective if necessary).

The Spelling Marking Guidance (**Appendix 1**) should be used to scaffold the marking of spelling. Children should also be taught how to edit their own spellings independently at the point of writing, using the 'Have a Go' Strategy at the back of their Spelling Journals.

Children respond to all marking using the **"Purple Pen of Progress."**

To encourage live marking, the Teacher or Teaching Assistant should always have a green highlighter and pink pen/highlighter with them.

Read and respond comments should always link to the WILF/success criteria where appropriate; however it may be the case that there is a glaring misconception, e.g. there is a consistent lack of full stops which does not relate to the WILF/success criteria, in which case children will be asked to read and respond to the obvious misconception in their work.

In any one piece of work, there will be an unlimited number of areas of strength identified by the Teacher/Teaching Assistant and these will be highlighted in green.

In any one piece of work there will be a maximum of 5 different corrections identified by the teacher/teaching assistant in pink pen/highlighter. Pupils respond to these in purple pen, to show areas of growth.

Marking codes (**Appendix 2**) will be used to draw children's attention to the type of error they have made within their work. **These will be on display in the classroom for pupils and Teachers/Teaching Assistants to refer to.**

When marking a piece of work, corrections may include (please note this list is not exhaustive):

- Meeting the WALT/WILF/ success criteria
- Spelling
- Punctuation
- Miscalculation
- Reversals
- Letter formation errors

Occasionally, Teachers may decide to use written prompts, if it is thought that these will help to move learning on, and enable a child to make further progress; however, these should be presented verbally during live marking where possible, in order to do this 'in the moment':

- A reminder prompt (e.g. 'What else could you say about the prince's clothes?')
- A scaffold prompt (e.g. 'What was the monster doing?', 'What kind of monster was he?')
- An example prompt to widen a child's vocabulary (e.g. 'Use one of these words instead of bad – ferocious, terrifying, evil')
- A question ('Can you...')
- A suggestion ('Can you...')
- A modelled example of something for the children to complete.

Teacher marking should be scaffolded where needed; however, it is important that the minimum amount of written guidance possible is given, to ensure that pupils are able to identify and correct their own errors independently, particularly during the drafting process of extended writing units.

When marking a piece of work, teachers/teaching assistants may give house points/class dojo points for high-quality work.

If corrections have been highlighted by the teacher (e.g. spelling mistakes), they must check that these have been completed accurately. If a child still makes errors in their response, the teacher will speak to the child individually, as they may be struggling with the learning and need more input. It is important to address group/whole class errors, that are picked up when a teacher is circulating the class or looking through books after a lesson, as soon as possible to ensure that pupils are not being allowed to keep practising their mistakes and misconceptions. Therefore, it may be necessary to stop the class to address this during the lesson, or to plan in time at the beginning of the next lesson to address these errors and move learning on.

In Maths – NCETM and Feedback Expectations. Whole class marking is used whereby the pupils self-assess when possible, which is guided and taught by the teacher. The teacher will then mark answers involving explanations and further challenging questions completed. After checking the marking and assessing the pupils throughout the teaching point, the WALT will be marked using a green high-lighter if the work is correct, amber if there are some areas that need re-visiting and pink if more work is needed or the lesson concept needs reteaching.

Any work which has been marked incorrect, will be checked by the pupil who will have another go with purple pen. This will then be marked by the teacher using green pen.

STEM sentences and vocabulary will be used to model and support success towards the WILF in maths.

In English – Talk for Writing Marking and Feedback Expectations.

Refer to Appendix 3.

During the IMITATION stage of Talk for Writing, work should be marked according to the general Feedback and Marking Policy Guidelines.

After a lesson within the INNOVATION week, the teacher will look through the class's work and note down any common mistakes, misconceptions or misunderstandings, ready to address during the next lesson. This will be completed on the Whole Class Strategic Feedback Sheet (**Appendices 4 and 5**). This could be partially completed during live marking using green/pink highlighters and pens. In the next lesson, the teacher talks through the feedback sheet with the whole class. Pupils will then have time to look over their own work and correct their mistakes, whilst the Teacher/TA are working with targeted groups.

After the work is marked, the following steps could be taken:

1. At the start of the next lesson, the teacher shows an example of a piece of good work completed by a pupil (this is not anonymised, and the teacher will aim to use each child's work at least once) using the visualiser.
2. The teacher highlights the good aspects of the work to the whole class – i.e. good use of Writers' Tools from the accuracy or effect toolkits.
3. Next, the teacher shows an (anonymised) piece of work, either photocopied and displayed under the visualiser, typed up or copied onto a flipchart, that needs some improvement (with permission from the child).
4. They correct mistakes and make changes in front of the class to model how pupils need to be editing and improving their own work in purple pen.
5. The class then spends time before continuing their draft writing, working in mixed-ability peer assessment pairs to proof-read their work and make edits as necessary. Alternatively, pupils could spend this time independently proof-reading and editing their own work.

During the INDEPENDENT APPLICATION stage of Talk for Writing, or when completing a short-burst piece of writing, pupils will be writing independently due to this work will be used for assessment purposes. Therefore, there will be minimal teacher marking on these pieces of work, as the focus is on the child being able to identify and edit their own errors, and improving their draft writing independently. During this stage of writing, the focus will be on whole class verbal feedback, and there will be more opportunities for self and peer assessment at this stage, using strategies such as 'Peer Editing Stations'.

In all lessons, we insist on clear WALTs (We are learning to – Learning Objectives) and WILFs (what we are looking for – Success Criteria). These are for pupils to understand what is expected of them by the end of the lesson. In English, success criteria is presented in the form of 'Writers' Toolkits' for accuracy and effect, as well as within pupils' Cold Write Next Steps. These allow pupils to independently assess and edit their work. If the pupil is struggling to identify the success criteria in their own written work, it can be assumed that the pupil does not understand what was taught in the lesson and this needs to be re-modelled or scaffolded. Sometimes a WILF may include several skills from prior learning, what we call our 'Always Toolkit'. Again, the pupil may use checklists to identify these within their own or others' work. Both strategies encourage independence in the children's learning. However, self and peer assessment needs to be taught and modelled by the teacher before it can be used effectively. These methods will be taught in Year 3 when pupils arrive at school and should be embedded by Year 4.

Marking and feedback in other subjects.

Science, RE and Humanities

- Use of live verbal marking
- Whole class marking to prompt deeper thinking during the lesson.
- Peer marking through verbal discussions to deepen the thinking
- Distance marking to check understanding and check grammar and spelling errors and to feedback for next lesson and make changes to meet the needs of the children.

PSHE

- Use of live verbal marking
- Whole class marking to prompt deeper thinking during the lesson.
- Peer marking through verbal discussions to deepen the thinking.
- Distance marking when occasion written work.

PE

- Live verbal feedback and demonstrations, moving children into the correct positions.
- Peers to support and
- Self-assessment through the use of ipad videos and pictures.

DT, Art and Music

- Whole feedback and discussions.
- Live marking and instructions/questioning their thought processes.
- Peer critique and next steps against a WAGOLL
- Live marking to give in the moment suggestions on how to improve.
- Written plans – distance marking.

Work Expectations

- The WALT/WILF must be shared with children at the beginning of and during each lesson verbally and visually, allowing them to focus clearly on what they are trying to achieve. Where appropriate, they will be stuck into books. Some Success Criteria will be co-constructed with the children as part of their learning (e.g. Writers' Toolkits). WALTs and WILFS will be planned around National Curriculum expectations and our long-term curriculum planning, vocabulary and skills progression documents.
- Staff always use their professional judgement and knowledge of the children when marking and giving feedback on work.
- Even when no written feedback is given in children's books, Teachers and Teaching Assistants must review each child's work as soon as possible after the end of the lesson, to ensure that they have achieved the learning objective, and to identify any errors or misconceptions that need to be addressed before moving onto the next lesson in a sequence of learning.
- All writing on children's work by the teacher/teaching assistant must be neat and consistent with the school cursive handwriting policy.

Response Time

Where work has been marked using written feedback, children will be given time in the next lesson to look at symbols or read written feedback, and then make focused improvements based on this (using purple pen). Teachers/Teaching Assistants will go back to check that this has been completed accurately.

Monitoring and Evaluation

- **Acknowledgement of work completed** – this will include highlighting of the WALT and may also include a tick for a correct response or a dot for an incorrect response.
- **Live Marking** – this is completed during lessons where possible; Teachers and Teaching Assistants will give verbal feedback or margin mark whilst circulating the classroom.

- **Verbal Feedback** - this is a wide-ranging strategy whereby children are given continuous feedback in many aspects of school life, e.g. drama/music lessons etc, discussing behavioural issues, commenting positively on children's ability to work in a group.
- **Formal Summative Assessment** – Each term, children will be assessed in a more formal way using specific tests/tasks in maths, reading and GAPS (Grammar, Punctuation and Spelling). Independent Applications in writing will also be used cumulatively to form summative assessments for writing.

As well as teacher marking, the children will be given **regular opportunities** to be involved in self and peer evaluation:

- **Peer Evaluation** - engages the children in assessing their progress and identifying next steps in their learning. During peer evaluation, the children will usually work in pairs to reflect on how well they have progressed towards the WILF/success criteria. These evaluation skills are taught progressively throughout the school and include respect for each other's work, making positive suggestions and giving encouragement whilst pointing out areas for improvement.
- **Self-evaluation** - aims to involve children in being able to identify their achievements and reflect on how their work can be improved. Time is built into some lessons for reflection in a structured and supported way, enabling the children to respond to comments from teachers where necessary, and compare their work next to the WILF/success criteria.

Equal Opportunities

All children regardless of gender, ability or ethnicity have the right to receive constructive feedback about their learning. We will endeavour to meet the individual needs of each child.

Monitoring and Evaluation

Subject leaders will monitor the impact of our marking and feedback strategies by looking at children's work, observing children in lessons and seeking the views of the children through discussions or questionnaires. The results of these are recorded in Monitoring Summary Reports, along with details of any action to be taken.

This policy has been written in support and agreement with Wirksworth Federation of Infant Schools. Monitoring and review processes will involve relevant staff from the infant schools.

Appendix 1

Spelling Marking Guidance

SPELLING MARKING GUIDANCE

Stage 1: underline misspelt word, Partially write word leaving a gap for the child to apply phonics, e.g. p _ _ k. Child may need support - say the sound they need to write.

Stage 2: underline the incorrect spelling and write sp. Write the correct spelling with x3 next to it. Child to copy 3 times.

Stage 3: write ~~sp~~ and underline the misspelt word to be corrected. Child to find the correct spelling in a dictionary or on a word list.

Stage 4: write ~~sp~~ in the margin next to the line with the misspelt word. Child to find and write the correct spelling x3.


Stage 5: highlight a group of sentences/ paragraph in the margin and write ~~sp~~ to show there is a word in the section that needs to be corrected.

Stage 6: write ~~sp~~ x number of words (max. of 5) to correct at the bottom of the page. Children must find and correct.

Appendix 2

Marking codes

Marking should be completed in pink pen.

√	Correct
.	Maths – error in calculation Go back and check.
.	Margin dot – There is an error in this line. This could be a spelling or punctuation.
Sp	Spelling error
NSNL	New speaker, new line
//	Start a new paragraph.
CL	Capital letters missing
	Circling of a letter to imply something needs changing, such as capital letter or punctuation mark is missing.
?	This sentence does not make sense.
Targets 1, 2 and 3	Next steps in writing (in cold writes)

A copy of the marking code should be up on display for the children to see and understand so they can respond to these.

Appendix 3

Talk for Writing marking

Green highlighter used to highlight examples or elements of the WALT (Learning Objective) /WILF (Success Criteria)

If several children are making the same error, or have the same misconception, address this as a whole class/in a small group, or 1:1 as verbal feedback.

T4W Stage	Marking
<p>Cold write (completed 1 week before the -- writing unit)</p>	<ul style="list-style-type: none"> • Key spellings / punctuation where needed - use marking codes. • Provide THREE tickable Next Step targets linked to your year group's Writing Key Skills and/or the text-type toolkit (non-negotiables/WILF)
<p><u>Hook and Imitation</u> Toolkit practice</p> <p>Up to 1 week</p>	<ul style="list-style-type: none"> • Live margin marking of any work completed in English Key Skills books. • Key spellings / punctuation where needed - using marking codes
<p><u>Innovation: up to 1 week</u></p> <p>(Extended Writing Book)</p>	<ul style="list-style-type: none"> • On-going live feedback and marking during lessons, e.g. <i>dot the error, highlight weak words/sentences.</i> • Whole class feedback throughout the week, leading to modelled/shared editing – <i>see guidance within marking policy.</i> • Self or peer assessment
<p><u>Independent Application – 5-7 lessons</u></p> <p>HOT WRITE</p>	<ul style="list-style-type: none"> • English Key Skills book – draft • Before editing lesson(s): Whole class feedback; highlight cold writes evidenced so far. • During editing lesson(s): Model good editing processes; peer editing stations in groups (see guidance); independent purple pen editing. • After editing: • Assess completed hot write against cold write targets and year group expectations (comparative judgement) in final draft once published in Extended Writing book. • Tick off cold write targets in green pen. • Highlight examples of targets/success criteria in Extended Writing book.

Appendix 4

Writing Whole Class Strategic Feedback - Exemplar

Suspense Innovation – 22.01.20

What went well		Special Mentions	
<ul style="list-style-type: none"> *Use of –ing and –ed sentence openers *A range of sentence types from our GPaS sessions *Structure – use of paragraphs *Use of the ‘Descriptosaurus’ to describe the weather/setting *Use of your Y6 WKS checklists *Opening paragraphs hooked the reader in! 		<ul style="list-style-type: none"> *S – If, if, if, then sentence *D – similes *R – personification of the weather *G– use of co-ordinating conjunctions (yet and nor) *T – Y6 punctuation *M & L – suspense and atmosphere sustained throughout 	
Vivacious Vocabulary		Presentation	
punctuated with silence... (A) rain fell like a giant’s tears (D) bedraggled and exhausted (M) retreated into the cornfields (D)		<ul style="list-style-type: none"> *Improvement in handwriting – especially... *Use a ruler for crossing out mistakes! *Make sure you are ticking your correction boxes 	
Spelling errors	Grammar errors	Punctuation errors	
<ul style="list-style-type: none"> *hear / here homophone *MOST past tense verbs that end in d also need an e, e.g. listened, looked, stooped *Should have not of *Adding double consonants when they are not needed – didn’t not diddn’t; very not verry 	<ul style="list-style-type: none"> *Consistent tense – past or present *Short sentences lose their effect if there is no full stop or they start with I *Not enough pronouns *Too many 3 –ed sentences make writing repetitive 	<ul style="list-style-type: none"> *Some of us are still running sentences! Proof-read your work to check for main clauses *Commas for adverbials and subordinate clauses *Some missing apostrophes for contraction and possession 	
Areas for development			
<ul style="list-style-type: none"> *More description of the setting – keep building up the atmosphere throughout your story *Build up a picture of your character’s personality *More complex sentences with the subordinate clause at the beginning *Use of Year 6 punctuation – hyphens, dashes, semi-colons and colons *Try an If, if, if, then sentence 			

Appendix 5 Blank

Writing Whole Class Strategic Feedback

What went well		Special Mentions	
Vivacious Vocabulary		Presentation	
Spelling errors	Grammar errors	Punctuation errors	
Areas for development			

Appendix 6: Different types of marking, benefits and problems and how to overcome these.

Whole Class Marking

- **Marking the answers together as a class and children ticking the answers.**
- **Benefits**- You can go through answers together and discuss misconceptions as a whole group rather intensive teaching to one child.
- **Benefits**- Reduces teachers' workload.
- **Problem**: some children just marking answers and not understanding.
- **Problem**: does not work well for the SEND pupils.
- **Problem**: it can be too generalised not specific to a child's needs.
- **Problem**: as a teacher you don't know who has got it right.
- **How to overcome this**- Teacher checking after the lesson- distance marking to help decide the next lesson content and learning. Teaching assistant giving prompts for the SEND pupils to re-going over the learning as marked.
- **What lessons would this work in?** Maths, spellings, going through answers where it is right and wrong. Would it be good for reading lessons? Would it be good for going over test papers?

Live Marking- see Appendix 1 and 2

- Marking in the moment with verbal feedback given to one child.
- Teachers and teaching assistants walking around the classroom with a green and pink pen in hand putting in scaffolded prompts.
- Books have scaffolds written by the teacher.
- Teachers celebrating successes stickers and ticks.
- Correcting with the child.
- **Benefits**- it is in the moment, encourages children to keep going if they have it correct. Reduces teachers' workload
- **Problems**: you can't see all children, some errors may go unnoticed. Misconceptions can develop. You may move on too quickly. Children may forget and have no written record of this.
- **How to overcome this**- check the books after the lesson and mark books at a distance you have not seen. Teaching assistants to mark books whilst circulating the room and feedback after the lesson.

Distance marking

- Teachers and HLTAs marking work at a distance from the child.
- **Benefits**- you get a clear understanding of what they have been able to achieve and have time to reflect on the next steps in the learning.

- **Benefits**- you can reflect on the teaching and if it is impacting on the goal they are working on.
- **Problems**- can take time to mark a whole class of books. Children need time to read this and shown how to make the improvements.
- **How to overcome this?** Include other marking approaches. Plan when more in-depth marking is needed when there is less marking in other subjects such as PE, forest schools, art/DT lessons

Sharing thinking – Hand Signals



How can we share, challenge and build upon other people's ideas?

Share: I have something (relevant) to offer.



Build: I would like to add something to what has already been said.



Challenge: I would respectfully like to challenge what has been said.



Clarify: To be clear. Are you saying...

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