



Welton Primary School

Welton Primary School Feedback and Marking Policy

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

Rationale

At Welton Primary School we aim to provide a consistent approach to feedback which is age appropriate and meaningful. Feedback and marking are crucial to the success of children. We believe that all children are entitled to regular feedback on their learning in order to help them make progress and as part of the assessment process (both summative and formative), leading to raising standards across the school.

We believe that feedback and marking should be focused on making progress in learning and on valuing efforts towards this in a way in which individual children can relate. It is an integral part of learning made between pupils and teachers/teaching assistants that develops reflective learners whilst closing gaps and improving the knowledge that children acquire through their time at Welton. This is consistent across the school so that all children are aware of different types of feedback and how these are to be acted upon.

Hattie and Timperley (2007) say that effective feedback must answer three major questions:

- Where am I going? (What are the goals?)
- How am I going? (What progress is being made toward the goal?)
- Where to next? (What activities need to be undertaken to make better progress?)

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will distinguish between mistakes and errors.

An error occurs when answering a question that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

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Implementing Marking in our work

Marking	Purpose
Live Marking	Immediate intervention within the lesson enables teachers to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks or enquiry, mini plenaries which addresses whole-class issues and midlesson adjustments or written feedback where misconceptions are remodelled or challenges provided to further deepen knowledge and understanding.
Improvement Marking	Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning and pick up on everyday essentials that we expect all children to do.
Self and Peer Assessment	Children are given opportunities to be autonomous and take responsibility for their own understanding. Success criteria and group marking are used to promote opportunities for children to comment on the attainment and progress made in a piece of work. This also supports children's self reflection and understanding of what has been expected of them. Teachers will acknowledge the marking completed by the children
Learning acknowledgement	In all learning, work should be acknowledged by a member of staff against the learning outcome. This could be in the form of a stamp, a tick, teacher marking or a sticker. This is essential as it shows we value their work and, therefore, encourage them to do the same. Children should be taught explicitly to identify their own mistakes and correct accordingly.

Everyday Essentials Marking

Welton Primary School focuses on live marking as an approach and has adopted this to enable all children to receive instant feedback that is effective and feeds learning forward. Every session should have verbal feedback embedded and this should be specific to the WALT and success criteria. This feedback should identify the positives and the negatives (areas for improvement) and have a clear understanding of how to move the learning forward either individually or as a whole class. Pupils should receive

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feedback on a regular basis, particularly those who are disadvantaged.

During each lesson, immediate intervention will be given by all adults focusing on feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This feedback should be quick and remain positive, encouraging children to be accurate and celebrate learning effort. Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children's work.

Live marking in the forms of ticks should be used to indicate correct answers across the school curriculum. Areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through use of purple pen.

When live marking and providing immediate intervention
Dates and WALTs are checked and children are given opportunities to correct if incorrectly copied
Basic spelling and punctuation is picked up on and children will be expected to practise a maximum of three spellings, three times.
Marking is focused upon lesson objectives and success criteria (differentiated accordingly)
Verbal feedback to children will provide opportunities to address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding.
Marking is to be done in a clear legible handwriting
Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson or in future lessons or interventions.

At Welton, there should be a great emphasis on 'live marking'; however, sometimes, staff will be unable to live mark or need to mark a piece of work deeper to assess a pupil's learning and understanding. This learning will be acknowledged in full.

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When marking is done after the learning has taken place	
Dates and WALTs are checked and children are given opportunities to correct if incorrectly copied	
Basic spelling and punctuation is picked up on and children will be expected to practise a maximum of three spellings, three times.	
The content of the learning should all be read in detail and checked against the lesson objectives and success criteria (differentiated accordingly) for accuracy.	
Marking is to be done in a clear legible handwriting	
A short written acknowledgement that relates to the learning e.g. Great use of prepositions, Jack or sticker (where appropriate) and a tick or a self or peer assessment will acknowledge the children's learning efforts and outcomes in their books.	
Children may be given work to check or a question which extends their understanding, challenges and promotes deeper thinking may be asked and children will be expected to respond in purple pen.	
Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson or in future lessons using whole class feedback.	

Marking should be completed using green and pink pens.

Got it Green!	Green ball point pen writing/tick/symbol indicates something that has been achieved in relation to WALT/success criteria/toolkit for the lesson or to individual targets. Pupils may use a green highlighter to identify their own achievements using a dot. Comments on achievements will be made in green
Practise it Pink!	Pink ball point pen writing/dots/symbol shows where there are improvements to be made. There may be a question to answer. Pupils may use a pink highlighter to identify their own next steps Pupil will use purple pen to correct and edit any work that needs to be improved using a dot. Comments made in pink show next steps

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Marking of specific subjects

Maths Marking and Assessment Code Summary

All pupil calculations are to be marked with a greater emphasis on effective live marking and opportunities for self-marking across lessons.

- If an answer is correct, a green tick will be written. If it is incorrect, a pink dot will be placed next to the incorrect answer and children will be encouraged to find the mistakes and make corrections, particularly in KS2.
- Incorrect calculations should be corrected at the bottom of a piece of work rather than rubbing out the original calculation
- Where a child has made a number of mistakes, the teacher is to decide which of the mistakes they feel would be beneficial to review the learning one-to-one to address misconceptions.
- Where children have no errors they should be asked to complete a next step in order to deepen understanding, when appropriate, that will be given verbally and may be displayed on the interactive whiteboard or a question stuck in to the book.
- Reversal or incorrect formation of a number should not be left unchallenged. Pupils must be supported to make the appropriate correction and then rehearse the formation.
- Pupils should ensure that there is 1 digit per square. Where this doesn't happen, pupils will need to rewrite the digits to ensure presentation is of a high standard.

Children are able to self and peer mark using the systems above. Any editing and responding to feedback needs to be written in Purple Pen.

English Marking and Assessment Code Summary

- For spelling mistakes in KS2, this will be identified by an sp in the margin. For some pupils e.g. SEND, it may be necessary to identify the word that is incorrect and write the word out.
- For spelling mistakes in KS1, the correct spelling should be written by the adult. The child can then practise the spelling 3 times in accordance with the child's phonemic stage.
- For punctuation in KS2, a P in the margin will identify if punctuation is missing or incorrect and needs to be corrected.
- For punctuation in KS1, the teacher will underline the word or circle where the punctuation is missing to demonstrate editing needing to take place.
- If a whole paragraph may need editing, teachers may use editing strips to enable children to rewrite their ideas with support and guidance showing a good understanding of grammatical features.

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- In KS1 marking, at a minimum, should address the use of capital letters, full stops and finger spaces.
- For children with additional needs, the support will be tailored for each individual and a sensible approach to marking will take place. This is to prevent the child from becoming overwhelmed with overmarked work.
- Staff are expected to mark extended pieces of writing and targets are to be drawn from the pupils' work and next steps are given.

Welton Primary School Marking and Assessment Codes

Green symbols	Pink symbols
I like this 	Capital letter 
Verbal feedback 	Finger spaces 
Correct punctuation 	Missing punctuation for KS1  Missing punctuation for KS2 written in the margin 
Class teacher 	Conjunctions 
Teaching assistant 	Incorrect spelling  sp in the margin is written for KS2. Some pupils may have underlined spellings that need changing.
Supply 	I don't understand 
	New paragraph 

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Marking of foundation subjects

- Staff should ensure effective live marking is taking place and should give verbal feedback in order to deepen children's understanding during the learning.
- All subjects will be marked in line with the English and Maths marking and assessment codes where appropriate.
- In PE feedback to children will be verbal and criteria assessed next to learning targets by whoever is leading the children's PE sessions to inform future planning and assess levels of attainment.
- Every piece of work should be acknowledged by appropriate forms of marking, e.g. teacher marking, stamps, peer marking, at tick. Etc. However, there is no expectation that all work should have a written comment.

Presentation Expectations for all work

- Expectations for presentation need to be applied to all subject areas, not just English and Maths.
- The assumption is most children will work independently. For some children, it may be appropriate to annotate this as it might not be a normal occurrence for that child. Independent work can then be marked with an I.
- Supported work needs to be marked with a T or TA for work where an adult has provided support.
- Substandard work should be addressed with the pupil and a line drawn neatly through the work. The pupil should then attempt this work again. **At no time should a piece of work be removed from a book.**

Edit and Improve Time

There is an expectation that all children will be given time to go back and edit, improve or respond to marking. This could be done within a lesson, or dedicated time be given each day.

Marking to support pupils with SEND needs

- When marking the work of children with Special Educational Needs and Disabilities, we take into account the wide range of abilities of our children.
- Children's individual education plans will be used to support when marking and giving feedback.
- Extra support is given and the curriculum is adapted, or work is scaffolded, to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

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- Reasonable adjustments will be made so that every child with SEND can fully access the curriculum and will be given feedback appropriate to their learning.

This policy was written in line with the [MNSP Marking and Feedback Policy](#)

Policy agreed by governors: **13th March 2024**

To be reviewed: March 2025

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