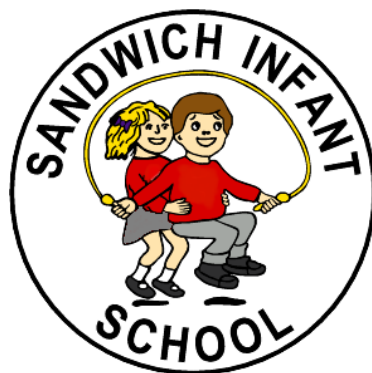




FEEDBACK MARKING POLICY

Date of review: 09/26
Date of next review: 09/28

<u>Version</u>	<u>Date</u>	<u>Author</u>	<u>Change description</u>
V1	April 2025	LB	Provided more examples for staff
V2	September 2026	LB	Change of date

We believe that feedback and marking are most effective when they are done with the child during the lesson. We expect each child to have feedback marking in their book once a week for the core subjects. All other work should be acknowledged by the teacher. Our expectation is that feedback marking will be high quality, have maximum impact for the child and will be manageable for the teacher.

So WHY do we mark?

- To identify children's understanding and to provide future challenge - to provide the children with clear guidance on what has been done well in their work and what they need to do next to move their learning on further.
- To inform future planning to address the needs of the children
- To boost children's confidence and self-esteem and aspirations, through the use of praise and encouragement

Expectations for the children's books— What should our books say?

- We fully understand where children are in their learning, where they need to get to and how we are going to help them to move on.
- We are prepared and organised - books are set up in advance of the lesson with the learning objective and date.
- We take pride in our teaching and value the children's learning.
- We have high expectations of ourselves and of the children and this is modelled in all we do.
- We are consistent in the use of the school's handwriting policy and aim for all children to write in a clear, legible and neat style. This handwriting style is modelled by all staff in the setting up of their books and when marking the books.
- That progress is clearly evident from lesson to lesson and from term to term in all books.
- Worksheets are kept to a minimum and are neatly and securely fixed into books.

Oral feedback

Oral feedback through 'in the moment marking' within the lesson is the most powerful and has maximum impact when pointing out successes and improvement needs against the learning objective. The effect of teacher comments will be seen in a child's response in moving on to the next step or with the child correcting or improving at the time with purple pen. Oral responses by the child can be recorded by the child in purple pen, or by the adult in a green pen.

Written feedback in writing

Reception

The majority of feedback to the children in Reception is verbal, however annotations or corrections in the children's work also play an important part.

Number and letter reversals are important to address to ensure that children do not embed wrong formations. The correct formation will be modelled in yellow pen and children will be encouraged to practice.



will be marked on the learning objective if the child has met the learning objective.

Independence

Always allow children to have a go at writing independently first before adding scaffolding. It is important that any independent work is clearly identifiable so please label it with an ①.

Next steps

We are aiming to use only the level of scaffolding that is appropriate for their next step. This will mean that the children shouldn't need a particular type of scaffolding for an extended period of time (and become reliant) but rather are able to then work independently and then move on.

Dictated words and captions

Where a word (i.e a label) or sentence has been dictated to a child, record this next to the writing alongside an I or a T. If you have go on to support sounding out or you have reminded them of each word, then a T or TA is necessary to show support was needed. For example: ① Dictated or ①Dictated

Handwriting

Letter formation needs to be regularly taught and corrected. Model correct letter formation and practice letters (and then words) at the end of children's work. Focus on the next letter that is appropriate to them (handwriting progression).

When supporting children in a lesson, incorrect formations need to be addressed 'in the moment' to ensure they do not embed wrong formations.

Child's level	Appropriate support
Early Mark Making	Yellow lines to form patterns and shapes (see handwriting guide)
Initial sounds	Yellow pen letter formation
CVC words	Yellow pen sound buttons
Captions (for when children can sound out words independently and write most CVC words without support)	Plan a caption with the child. Draw a line for each word.
Longer captions and sentences	Encourage the child to begin the caption themselves. Use lines to support recalling the final words in their caption.
Dictated captions (encouraging neatness)	For dictated captions where we are encouraging children to remain on the line. Draw a solid yellow line.
Sentences	Encourage children to extend their sentence using 'and' (this

	can be underlined in yellow). If a child needs reminding about finger spaces, capital letters or full stops. Add a T/TA alongside the symbol you have discussed with them. To solid yellow lines can be used to support children in writing on the lines and shrinking their letter formation.
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Comments

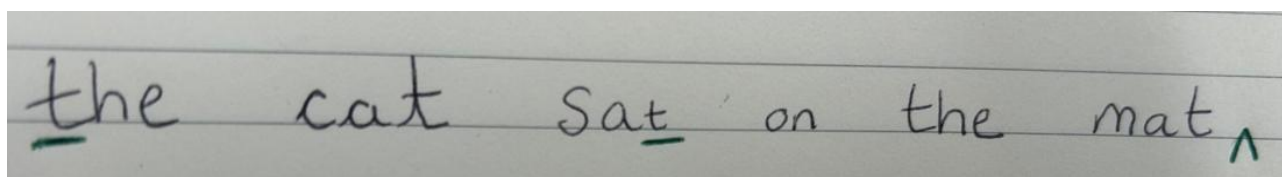
In black pen. Where appropriate, add comments detailing the support needed or the parts that the child has done independently. i.e

- _____ could segment each word. Some support needed to recall the final sound.
- _____ planned their own sentence, some support recalling which word came next
- _____ needed support to segment the words. She could find the sounds she needed on the sound mat

Key Stage One

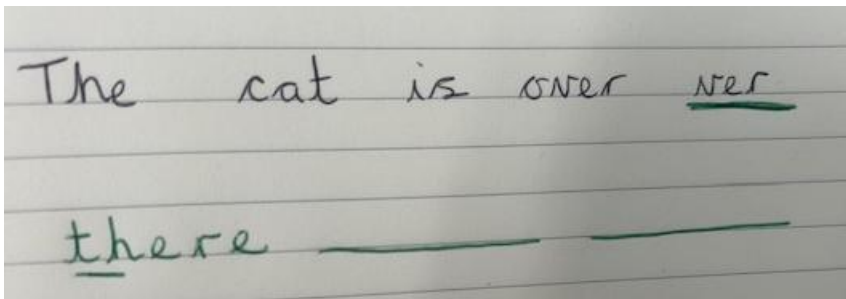
At the beginning of **Year One** the non-negotiables of *capital letters, punctuation, finger spaces* and *school handwriting* will be introduced as an expectation at all times. Children will be expected to check that they have used these before presenting their work as finished.

Where an adult has provided support to scaffold, intervene to put 'on track', correct or model, this will be annotated in **green** pen, either within the lesson, or when marked at the end of a lesson.



It is then important that children are given the opportunity to make the appropriate corrections in purple pen. Additional conversations may be needed to support the child in making the appropriate corrections, i.e. "do you remember what goes at the start of a sentence?", "what do you notice about the size of the letters here?", "what punctuation goes at the end of a sentence?"

When individual children are consistent with these elements of writing, the non-negotiables will progress to the use of correct *spelling* of Year 1 words. Again, children will be expected to check that they have used these before presenting their work as finished. Incorrect spellings should be underlined in green pen within their writing, and the correct spelling modelled to the child.



It is important that the class teachers hold ultimate responsibility for the marking of books, even if they did not support the child within the lesson.

The class teachers should provide written feedback at least once a week by making a comment against the learning objective. This should be in black pen, if it will support the child's understanding of how they have succeeded i.e. *'Well done, it's lovely to see you've remembered to spell 'the' correctly today'*. This kind of comment is particularly successful if you provided developmental feedback within the previous lesson as it reinforces the work that the child has put in to improve their work.

✓✓ within the children's would also indicate where the learning objective has been met.

Where the learning objective has not been met, developmental comments are used to support the child in meeting the next step. These should be written in a green pen. Further guidance on this can be found in the appendix.

The following key can be used as a quick tool when marking:

^ insert a good work / phrase

— check punctuation, handwriting, school handwriting



not enough work in the time allocated

✓✓ to highlight good choice of word or phrase.

Blue highlighting is used for Year 2 to show evidence for EXS standards.

Year 1- The introduction of _____ a miss-spelt word that the child **should** know. For example, High Frequency Words such as the, be, we, they... (This will vary depending on the child's ability and common sense should be used in the number of words underlined.)

Development marking in writing

Developmental marking, and the use of 'sentence train' can be used to enhance children's learning by encouraging them to extend, add additional information, and to complete sentences. The following are some key examples:

➔ to extend sentences

Can you add in some more information?

The vikings invaded England. _____

Can you tell me why?

Harriet was angry. _____

→ to encourage children to add in additional information

Let's add in some adjectives

The giant climbed up the tree

Can you think of some other verbs that you could use here?
A thesaurus might help you!

Henry VIII ruled in England for 36 years.

→ to add information to an incomplete sentence:

Incomplete sentence.
What did the boy kick?

The boy kicked _____

Who went into the tunnel?

Then _____ went into a tunnel.

Notation in Books to show level of independence/ support

The appropriate code(s) should be inserted on the learning objective sticker:

T – worked with the teacher and given verbal feedback

TA – worked with the teaching assistant and given verbal feedback

IW – worked independently (This may be recorded within the work, rather than on LO sticker where appropriate)

AS – other Adult Support

ST – i.e. if TA steps in to cover the teacher

✓ Seen by an adult



if they have met the learning objective

If appropriate this will be amended during the lesson, for example if a child who is working independently suddenly needs a lot of support or if a child working with an adult does not require any support. This will be evidenced by putting the appropriate code in the relevant place (where support was given or withdrawn).

Written feedback within Number work

Key Stage One

Written feedback within Number work

Written feedback from the teacher or TA will be:

✓ - correct . – check

Comment against the Learning Objective should be in black pen, developmental comments to support the child in reaching the next step should be written in a **green** pen. Developmental marking should be responded to in **purple** pen so they are easily distinguished.

Yellow is used to show reasoning questions.

Written feedback should be legible and clear in meaning

Developmental marking in maths should:

- Identify why the child is making errors

23 + 24 = 49 1100 + 1100

Have a look at this answer. Use the tens and ones drawn to correct it.

- Rewrite or remodel an example

8 x 2 = 16

How many groups of 2 are there?

_____ x 2 = _____

How many dots are there altogether?

Now lets do another one together:

_____ x _____ = _____

- Identify where a child has made a mistake and give an opportunity to correct it.

4 x 2 = 8

5 + 2 = 10

Can you see where you've gone wrong here?
What should your symbol be?

- Remember... to count on from the larger number

- Ask a closed question

What number is 10 less than 24?

- Ask an open question

Tell me 2 numbers with a difference of 10.

- Finish a sentence

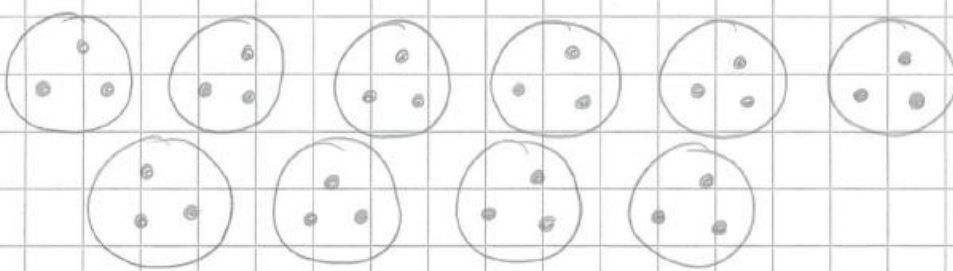
Squares have _____ and _____.

- Ask for an explanation

Explain why a number which ends in 3 cannot be a multiple of 2.

- Encourage reflection

$30 \div 10 = 3$



Could there be a quicker way of doing this?

CLASSROOM PRACTICE

- Written comments should be appropriate for the ability of the child.
- Sensitivity should always be shown towards children's work and their feelings and comments should be positive wherever possible.

Supply Teachers

Supply teachers are expected to mark books before they leave the school. They are NOT expected to make developmental comments. Work should be marked in black pen with the

initials **ST** at the top of the page and also **IW** if the children have not worked without adult support.

SEND – IW/TA codes will be used within work as well as annotations and ticks for correct work as above. It is important to show what the child has done independent of the adult to assess progress and next steps of learning.

Successful written feedback

- Highlights success **and** improvement
- Asks for a *small* improvement

The marking process

- Acknowledge one or two aspects of the work which meet the success criteria
- Identify a difference between the success criteria and the child's work
- What needs to happen to 'close this gap'?
- Ask for a small improvement - oral or written
- Allow time for children to respond

Ways to respond - 'Closing the gap'

- Reminder prompts
- Scaffolded prompts
- Example prompts