



Wistaston Church Lane Academy
Feedback and Marking Policy

Feedback and Marking Policy Details:

Reviewed: September 2024

Next review: September 2026

Policy history:

September 2024	Policy updated	SLT
September 2019	Policy updated	Steph Watson
July 2018	Policy reviewed in line with review of Teaching & Learning Policy, using Bannockburn policy in order to add clarity to the types of marking	James Bancroft
September 2017	Policy completely updated, using Foxfield Primary School policy	Angela Culshaw, James Bancroft, Rob Lawrie
Summer 2011	Policy written	Graham Prince

This policy was reviewed at the Autumn 2 2019 Local Advisory Board meeting.



Feedback and Marking Policy

At Wistaston Church Lane Academy, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are also mindful of the workload implications of written marking, and of the research surrounding effective feedback. We want our feedback to be efficient and move children's learning on.

Key Principles

- Feedback and marking is used to further children's learning by identifying next steps and celebrating success.
- Feedback delivered closest to the point of action is most effective, and as such it is recognised that feedback delivered in lessons is more effective than comments provided at a later date;
- Feedback aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- Feedback will empower children to take responsibility for their own learning.
- Children are aware of the aim that their work will be marked against to enable them to be successful.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. **Immediate feedback** – at the point of teaching
2. **Summary feedback** – at the end of a lesson/task
3. **Review feedback** – away from the point of teaching

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.



Marking at Church Lane

Key Principles

Marking work regularly is a fundamental principle at Wistaston Church Lane and the marking of children's books is monitored regularly. All pupils' work is to be marked according to school policy. To be consistent in our practice, we require that all staff follow the quality standards.

Marking should aim to:

- Recognise achievement and celebrate success
- Provide development points
- Inform planning

Guidelines

All class work and homework is acknowledged by the teacher using a form of feedback e.g. verbal, written, peer.

- ☑ When marking, teachers should mark work in direct response to the aim and the needs of the child.
- ☑ Class teachers are responsible for the marking in their class. Class cover during PPA/Management time will mark books/written work. TA's who are working with groups or classes, should be involved in the marking process.
- ☑ All pieces of work completed in Maths or English should be marked at least weekly and all work completed in all other subjects at least fortnightly.
- ☑ Marking should be consistent within year groups and across Key Stages within the foundation subjects and Maths and Science.
- ☑ Children should be given opportunities to respond to comments made regularly. This can be done through verbal feedback.

What does marking look like at Wistaston Church Lane?

- ☐ Positive marking in a piece of work will be written in **GREEN** pen or highlighter (**Green for Good!**) and marking indicating how to develop work will be written in **PINK** pen or highlighter (**Pink for Think!**).
- ☐ If a child makes a mistake deemed to be a **basic skill** within a specific subject, this may be commented on or highlighted by the teacher. However, not all mistakes will be identified.



When marking writing content, there will be occasions (depending on the year group) where the teacher will need to mark punctuation, spellings, grammar etc. These will be marked in the margin using the symbols below.

Symbol	What does it mean?
//	New paragraph needed
^	Missing word
sp	Spelling error
p	Punctuation error
T	Tense error
C	Capital letter
V	Vocabulary choice
rw	Rewrite a section
?	What do you mean?

- ✓ All marking should follow the school's handwriting scheme and be grammatically accurate.
- ✓ There may be other codes agreed by the teacher based on the needs of the class
- ✓ Written comments are age and/or ability appropriate.
- ✓ In Maths, errors may be marked with a ● and ticks are used to identify if something is correct.
- ✓ In spring and summer term Year 6 will no longer use symbols and highlighters.

Written Marking in EYFS

1. Only English and Maths books will be marked.

Marking symbols:

S= Supported: work where a child receives direct 1:1 support from an adult. This includes scaffolding and guidance assistance.

I= Independent: work completed independently without direct adult intervention.

Green pen: used to underline where the child has met the learning aim or used a good word/phrase.

Pink pen: used to write verbal feedback in bullet form, highlighting areas for improvement. For example, 'finger spaces' to prompt further development.

2. Assessment in English

English assessment pieces are marked against the Pathways to Write keys, ensuring that progress towards specific learning goals is monitored and fed back to children clearly.

3. Verbal feedback

Verbal feedback is summarised in a one-word bullet point to support children in understanding their next steps. This feedback is written in pink to stand out and prompt action or reflection.

4. Observations on Tapestry

Observations recorded on Tapestry are explanatory, with detailed links to the child's progress and ongoing



Wistaston Church Lane Academy Feedback and Marking Policy

development. These observations ensure that the child's learning is holistically captured and shared with both parents and staff.

Cherry Tree Garden

This policy helps ensure consistency across the EYFS, encouraging a supportive and reflective approach to learning while promoting independence where possible.

How children mark at Church Lane

- ❖ Pupils may mark their own work using purple pen to aid self-reflection



Children will use **PURPLE POLISHING PENS** to edit and make amendments to their work prior and when responding to marking.

Monitoring

- ☑ Throughout the academic year, members of the SLT, Key Stage Leaders and Subject Leaders will regularly monitor the quality and regularity of marking in pupils' books by undertaking 'Book Looks'. These Book Looks allow the school to ensure that marking is undertaken according to school policy. It also provides useful feedback to teachers. 'Book Looks' are undertaken across all subject areas.

Outcomes

- ☑ Marking is seen, both by the teacher and the child, as a positive, encouraging experience – a process which enhances self-esteem and self-confidence. Success is celebrated, future learning is informed, achievable targets are set and progress is monitored.
- ☑ The ultimate aim is that through this process of positive celebration and sharing of work, children are encouraged to become confident about how they can move their learning forward. The process should encourage children to become independent learners and be able to evaluate their own work through shared strategies.

Additions

- Floorbooks- floorbooks are not marked but are an ongoing documentation of children's learning on a whole class basis and feedback is given.

Science/ geography/ history/ KS2- RE and french

Faces against the aim and specific vocabulary is corrected.

Art/DT

Face against the aim