



Whiteshill Primary School Feedback and Marking Policy

The purpose of marking is to tell you how effective teaching has been by finding out whether students have grasped concepts and developed the skills required to progress over time. It answers the questions – do I need to re-teach? Do I need to change strategy? What do we need to do next? The purpose of feedback is to provide the child with next steps and opportunities to edit their work in order to impact on their learning and progress. It involves scaffolding with the child to take their learning to a deeper level or help them understand how and why they have made a mistake so that they can learn from it.

Successful feedback and marking is given by all adults in the room but also increasingly by the children as the school year progresses. Time must be given during the lesson for children to receive and respond to feedback. Their response will be evidenced through the impact in their work. At Whiteshill Primary School we endeavour to ensure that all feedback and marking is purposeful and does not impact excessively on teacher workload. The following are agreed criteria for all classes:

Key Stage 1 and 2:

In English we will:

Give the children a clear success criteria through:

- An 'Every Time We Write' board which displays age-related expectations
- A working wall which includes key features of the text type
- Differentiated skills ladders which give opportunities for working beyond
- Personalised next steps

Linked to this success criteria, in books you will see:

- ✓ Positive comments
- NOW opportunities for children to improve the writing they have just completed
- → Next steps to be achieved in the following piece of writing
- Verbal scaffolding, marked with a ⊕, which has an immediate impact on the children's learning by helping them recognise a mistake or by moving their thinking forward.

In maths we will:

Give the children a clear success criteria, displayed on the working wall, through:

- Modelled structures
- 'Don't forget' tips
- Key vocabulary
- Examples of children's learning

Linked to this success criteria, in books you will see:

- All work is checked during the lesson whenever possible and always before the next session.

- The children are encouraged to mark their own work using an answer sheet.
- Verbal scaffolding, marked with a ⑤, which has an immediate impact on the children's learning by helping them recognise a mistake or by moving their thinking forward.
- Highlighting by the teacher which indicates to what degree an objective has been achieved.

In all other subjects we will:

Give the children a clear success criteria through:

- An 'Every Time We Write' board which displays age-related expectations
- Displaying key vocabulary related to the subject
- Displaying and discussing clear steps for success

Linked to this success criteria, in books you will see:

- ✓ Positive comments
- NOW opportunities for children to improve the work they have just completed
- PROVE IT questions which check learning has been embedded

EYFS:

In all books:

- Verbal scaffolding, marked with a ⑤, which has an immediate impact on the children's learning by helping them recognise a mistake or by moving their thinking forward.
- TAS for TA supported work
- TS for teacher supported work
-  next steps for learning based on the objective or a personal target.

On Tapestry:

- Individual assessments alongside photographic evidence and next steps for learning based around the EYFS framework and personal targets.

Across the school:

Work is independent unless marked with an ⑤ to show that it is supported or a ⑤ when verbal scaffolding is given by an adult.

Spelling:

In all books children will be expected to spell words correctly which are appropriate for their age group as well as any key vocabulary relating to the subject, which is displayed during the lesson. They will be provided with word mats and dictionaries and given opportunity to edit their work at the end of each written unit.

In EYFS and year 1: appropriate spellings will be underlined by the teacher for the children to correct throughout the year.

In years 2 - 6: appropriate spellings will be underlined by the teacher for the children to correct during the autumn term. Once the children are ready, they will identify their own spellings to be edited.