

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



FEEDBACK AND MARKING POLICY

Governors' Committee Responsible:	Pupils & Personnel
Policy Originator:	Sally Beardsley
Date policy written:	Summer 2020
Reviewed:	February 2023
Reviewed:	Spring 2025
Approved by Governors	Spring 2025
Review date:	Spring 2027

Introduction

We believe that children should be provided with specific, constructive feedback, focusing on success and improvement needs against learning intentions. This is important as it enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to be able to do.

We predominantly use verbal feedback at the point of teaching, but this is also supported by our marking which is often carried out with the child.

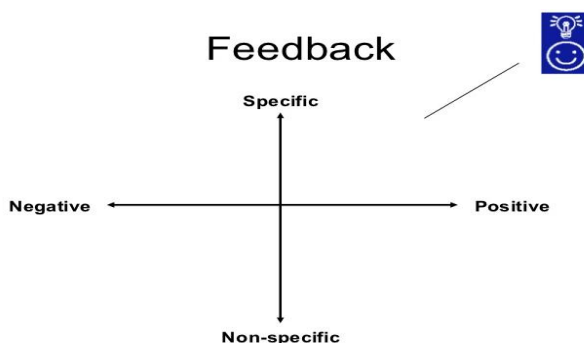
Aims

Marking and feedback should be manageable, meaningful and motivating. The primary aim of marking is to drive pupil progress by;

- Relating to learning intentions, which are shared with the children.
- Giving children opportunities to become aware of and reflect on their learning needs.
- Involving all adults working with children in the classroom.
- Giving recognition and appropriate praise for achievement.
- Responding to individual learning needs.
- Informing future planning and individual target setting.

How will this be achieved?

At William Lilley, we use feedback in a variety of ways throughout their learning experiences to help children progress, examples of some of the ways to provide feedback can be seen in Appendix 1. However, to ensure optimum engagement and progress, we carefully target our feedback to be positive and specific as shown below;



High quality intervention and feedback is an integral part of children's learning and development. In our Foundation Stage, staff utilise these techniques in order to support and challenge children's individual needs. These interventions are carefully planned throughout focus and child-initiated sessions to ensure all children progress well. These interventions may be recorded within children's learning journeys which are highlighted to show which dominant area of the curriculum has been recognised.

As children move throughout the Foundation Stage and into Key Stage One, these high quality interactions and feedback techniques are supported by marking which is carried out in collaboration with the child whenever possible.

How do we mark children's work?

Early Years Foundation Stage

Pupils produce work in a range of different contexts; including directed work and through their child-initiated play. Work produced through or evidence in child-initiated play which indicates that a child has made a considerable step in their own personal learning will be presented in their learning journey. This will have the date, area of learning identified through initials as indicated below and may have additional annotation explaining why this has been chosen as a piece of evidence of their newly acquired knowledge, skills or understanding. Any directed work will have a learning 'strip' as explained in KS1 marking below.

EYFS Areas of learning initials

CL – Communication and Language

PD – Physical Development

PSD – Personal and Social Development

L – Literacy

M – Mathematics

UW – Understanding the World

EAD – Expressive Arts and Design

Key Stage One – objective strip

The learning intention or objective, where appropriate, will be shared with the children through ‘WALT’ (**We Are Learning To**) alongside the success criteria for the lesson. All directed work should also identify the learning objective and criteria needed for a child to achieve this objective. This will be written in a child-friendly way, using quality marking symbols where appropriate (appendix 3 and 4). These show the steps for success and allow the children to understand the learning intention. An example WALT strip is shown in appendix 5.

Teachers will record whether children have achieved this through ‘Stars’ ☆ and ‘Wishes’ ✨ against the success criteria as they help children to recognise what they have done well and what they need to do to improve. This shows whether children have achieved the intended outcome, therefore there is not a routine expectation that additional annotation, next steps or targets are written in books. Upcoming planning or the next lesson should take into account the next steps. However, if a child has not met the expected objective and needs additional work to achieve this, then further wishes may be recorded.

In ongoing pieces of work where the objective will remain similar for example, handwriting or phonics an objective strip may be used for a sequence of lessons.

In English in Year 1 and 2, pupils regularly complete an innovated write and an independent write. This will demonstrate their achievement throughout the unit and will provide valuable self-assessment and teacher assessment in order to address next steps as recorded on the format in Appendix 5.

In Mathematics in Year 1 and 2, pupils have access to challenge activities which are completed by pupils who are working beyond the expected standard. These are represented as yellow challenge sheets which have Greater depth knowledge, skills and understanding. Marking relates to the pupils ability to access and utilise concrete, pictorial and abstract work within Maths and this is indicated on the objective marking strip.

In EYFS and Year 1 and 2, children will use a ‘Steps to success’ system to assess their own understanding against the success criteria on a scale. In EYFS this is graded from 1 – 5, in Year 1 and 2 this is graded from 1 – 10 with 5/10 fully understood and achieved well to 1 where the child may have found the work too challenging. As we have an emphasis on verbal feedback, children will be taught how to work with a learning partner to support in assessing their strengths and areas for improvement.

Key points to consider

- There is an emphasis on high quality, positive, specific feedback throughout all lessons.
- Lessons will be structured to allow for children's next steps to be addressed.
- When working with an adult, either in a group or 1:1 basis, high quality constructive feedback will be given so this will not be recorded as 'VF'.
- Children will have the opportunity to improve their work, which they will do so with red pens.
- Additional group records may be kept which explain and assess an individual's achievements and inform future planning.

Secretarial marking features

In order to ensure a consistent approach, the following practice will be adopted;

- All work will be dated.
- Learning objectives and success criteria will be shown for each piece of directed work.
- Where marking is carried out, a green pen should be used by staff within school as this is easily seen.
- Where marking is carried out by supply staff, a black pen should be used.
- The following symbols will be used;

T – Teacher supported with ratio

TA – Teaching assistant supported with ratio

VF – Significant Verbal feedback given, when children are working independently

✓ Correct answer

- ☐ Incorrect answer and space to correct. Children's corrections will be in red pen.

APPENDIX 1

Feedback for different purposes	Examples of oral prompts to use
Correcting an error	Good try, but that's not correct. Actually it's...
Providing information	Yes, what you're talking about is called...
Appraising and praising	That would make sense, good thinking...Has anyone else tried something similar?
Challenging	Try that again. This time include...
Seeking clarification	What do you mean when you say...?
Urging development	How might you take that further? What would be the best way to...?
Redirecting learning	That's a detailed illustration. Move onto the explanation as it is also important.
Focusing or orienting learning	This is important but it's really your use of....which will improve your work.
Confirming and moving learning on	Yes, that's right, now you can...
Crystallising next steps	So spend a couple of minutes deciding on two changes you will make to your...
Summerising learning	Let's think about what we've learned so far. Firstly we found out...
Encouraging pupils to reflect	Let's just think about what we've discussed – is there anything else you might do?
Focusing on learning approaches and strategies	Excellent, now how exactly did you manage to improve on...?



Reception and KS1 English Marking

All work will have Learning Objectives and Success Criteria.

In Key Stage One:

Red objectives – working towards expectations for year group.

Black objectives – working at expectations for the year group.

Green objectives – working beyond the expectations/ at a greater depth for the year group

In Reception and Key Stage One:

T – Teacher supported with ratio

TA – Teaching Assistant supported with ratio

VF - Significant verbal feedback given



Intervention given at this point

Children's corrections will be in red pen.

Supply teacher corrections will be in black pen.

 Finger spaces	 Full stop	 Capital letters	 Say what you want to write	 Phonics
 Handwriting	 Check	 spelling	 Beginning, middle and end	 Order
 Ideas	 Question mark	 Exclamation mark	 Speech marks	 Comma
 Opener	 Conjunctions	 Time conjunctions	 Adjectives	 Nouns
 Apostrophe	 Verb	 Adverb	 Paragraph	



KS1 Mathematics Marking

All work will have Learning Objectives and Success Criteria.

Red objectives – working towards expectations for year group.

Black objectives – working at expectations for the year group.

Green objectives – working beyond the expectations/ at a greater depth for the year group

T – Teacher supported with ratio

TA – Teaching Assistant supported with ratio

VF - Significant verbal feedback given


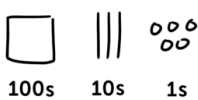

✦ Intervention given at this point

✓ Correct answer

• Incorrect answer and space to correct.









Children's corrections will be in red pen.







Supply teacher corrections will be in black pen.

Concrete 	Pictorial  100s 10s 1s	Abstract 
--	--	--







APPENDIX 5







Innovated write/ Independent write Marking Year 1 example

 WB.	WALT: English –					
Me			p	ABC .	 and	story vocabulary
My adult			p	ABC .	 and	story vocabulary

Me			
My adult			

Innovated write/ Independent write Marking Year 2 example



 WB.	WALT: English –						
Me		ABC .	!		story vocabulary	-,-	//
My adult		ABC .	!		story vocabulary	-,-	//

Me			
My adult			





APPENDIX 6

Example WALTs




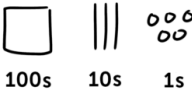

EYFS/KS1 Phonics WALT – English

 WB.	Reading - WALT: Phonics - WALT:					
	ew	ire	ear	ure		



Reception and KS1 – English WALT

 WB.	WALT: English –						
		ABC . !		story vocabulary	-, -	//	

KS1 Mathematics example WALT

WB 	WALT: NC:.					
	Concrete 	Pictorial 			Abstract 	

KS1 Handwriting example WALT

WB. 9.1.23 	WALT: Practise the next join						
	write s	write l	write ss joined	write ll joined	Write sl joined	write a word containing the join	