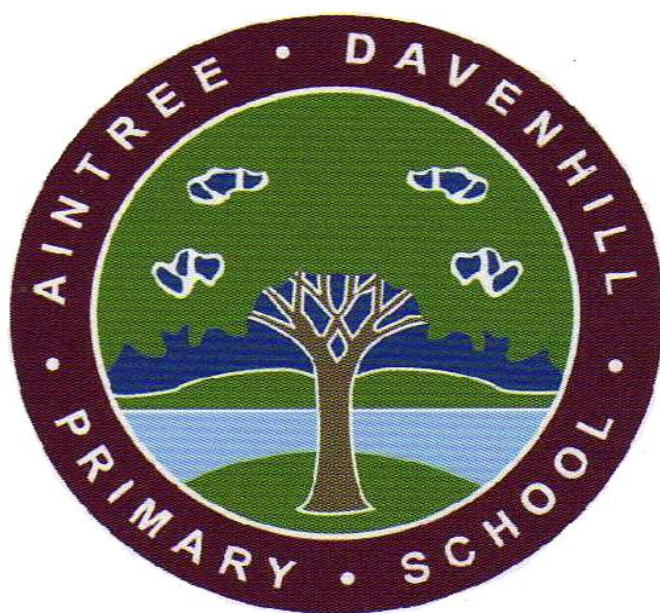


Aintree Davenhill Primary School



Marking and Feedback Policy

Approved by the Headteacher

July 2026

Review date June 2027

Aintree Davenhill understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment, and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement
- Supports pupils' confidence in learning, contributing to accelerated learning
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it

Implementation

Roles and Responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored, and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Subject leaders are responsible for:

- Ensuring all members of staff are aware of procedures for their subject area in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy with regards to their subject area and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regard to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Offer suggestions and areas for improvement.
- Judge whether it is more appropriate to give written or verbal feedback.
- Provide pupils with opportunities to reflect on feedback and allow them to respond to the feedback and ask questions.
- Remind pupils of their areas for development in a particular subject and how these areas can be worked on in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Look for opportunities to offer questions and to challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any areas for improvement. The SENDCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to action any suggested improvements.
- Take responsibility for their learning.

Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves, 'why am I providing this feedback?', 'how will this feedback be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary. Teachers will look for opportunities to provide feedback to children whilst they are working, e.g. children self-marking in subjects such as maths and teachers swiftly identifying any children with misconceptions or finding the work difficult.

If a teacher is unsure about the effectiveness of their own practices, the assistant headteachers will help with developing an approach to marking and feedback that is more suited to the teacher.

Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focusing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding

Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback when it is deemed necessary.

When distance marking there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Pupils will be given ample time to reflect on their feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards may be given to pupils in the following ways:

- Stickers placed on work
- Dojo points
- Praise in front of whole class
- Displaying excellent work around the classroom
- Celebration Assembly certificates
- Sharing work with parents
- Verbal praise in a one-to-one setting

Teachers will teach pupils how to mark their own work (blue coloured pencil), as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.

Peer and Self-Assessment

Children should self-evaluate wherever possible. Children can identify their success and look for improvement points. These forms of assessment are not replacements for the teacher's marking and feedback. They are additional forms of assessment which enable the children to become self-critical and independent.

Children need to be trained to develop peer assessment through modelling with the whole class.

Peer and self-assessment engage children in their learning and allow them to identify the next steps needed to improve. During peer assessment, children need to work with partners of equal ability and are led through the process by a teacher, for example:

- Find one word you are really proud of and underline it. Tell the person next to you.
- You have three minutes to find two places where you think you have done really well; read them to your partner.
- Decide with your partner which element has been most successful and which parts need more work.
- You have five minutes to find one place where you could improve. Write your improvement at the bottom of your work.

Developing peer assessment takes time and children should be aware of key rules when looking at someone else's work.

Use of Highlighters

Year 6 children will use coloured pencil to highlight work during self-assessment for writing tasks.

Marking in Maths

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject. In KS2, pupils self-mark their work by using 'marking stations' in class after completing four or five questions. Children then indicate to an adult in class whether they got any of their answers wrong and are provided with further support. Teachers instruct children how to mark their work honestly and accurately, and the benefit of doing this. Children mark with green colouring pencils and staff use a green pen.

The following techniques will be used when marking in maths:

- Ticking correct answers and leaving a dot on incorrect answers

- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged

Marking in English

Marking in English can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in English, teachers will use the following techniques:

- Correct some spellings, particularly those appropriate for the year group
- Correct punctuation and grammatical errors appropriate to the objectives for the year group
- Allow specific time for pupils to read, reflect, and respond to marking

Extended Writing

In Year 1, we focus on building strong foundations through whole-class writing, which is often modelled and dictated. Feedback is given live and, in the moment, as young children benefit most from immediate verbal guidance. Written feedback is limited, as pupils may not yet be able to access it independently. At the end of an extended writing task in Year 1, teachers use a visual WILF (What I'm Looking For) to identify strengths and areas for development in a simple, child-friendly and visual format. This approach establishes secure routines and prepares pupils for the marking and feedback expectations they will meet in Year 2 and beyond.

From Years 2 – 6, the following steps will be taken when marking an extended piece of independent writing:

Pink highlighting	A pink highlighter will be used to identify 3 strengths within the piece of writing. These strengths should be linked to the success criteria shared with the children.
Green wavy line under a word	Use a green wavy line under 3 spelling errors and write the correct spelling of each word in the margin.
Overwrite a letter with green pen	Overwrite a letter using green pen to identify where a capital letter should have been.
Circle with green pen	Use a green pen to circle incorrect joins in handwriting. Teacher should demonstrate the correct join under the piece of writing and allow space for the child to have a go.
WS	The code ' WS ' (With Support) should be used if a child has had adult support to complete the piece of writing.
SC	The code ' SC ' (Scaffolded) should be used if a child has made use of scaffolds e.g. sentence stems, visual aids to complete the writing task.
'WILF' slips	A 'WILF' (What I'm Looking For) slip should be used to identify the success criteria for the piece of writing as well as an area for improvement. For KS1, this slip will be placed under the completed piece of writing. For KS2, it will go at the top of the writing and will be shared with the children.

<u>Title</u>			
	Getting There	Some	Most


Your next steps:

Feedback

Feedback should be given to:

- Motivate pupils.
- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding
 - Reinforcing a skill or piece of information
 - Improving on a pupil's understanding or ability to do something

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one conversations.

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered in each class.
- Explaining the areas pupils will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the week/half-term.
- Making it clear what the objectives are from week to week, as well as final expectations.

The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "Are you trying to achieve A, B or C?" By doing this, teachers guide the

pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.

- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil was writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers will mark on pupils' work when verbal feedback was given.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in a one-to-one conversation at a time when other pupils are working.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

When giving feedback, teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

Feedback at Aintree Davenhill

Whole Class Feedback

Focus on common misconceptions. This can be at the start of a lesson based on the previous lesson, as part of an editing lesson in writing (KS2) or throughout a lesson having picked up on common errors or misconceptions.

This is an opportunity to address any common errors through re-teaching and modelling key learning from the unit.

Post-lesson feedback: 1:1 marking time

At least six underperforming children selected each half term / term to provide high-quality feedback with the aim of the child making accelerated progress.

Refer to the WILF and ensure that each child can articulate how they need to improve.

Whole Class Marking

e.g. maths answers, quizzes, etc.

Children will mark their answers immediately using their blue marking pencil (KS2).

Where errors have been made, children will correct these.

One-to-One Feedback

Provided by teacher or support staff to child. If adult has to model a skill, they will write in the book. Child will act on the feedback immediately.

Prioritise less able and lowest 20% with one-to-one adult feedback.

Sharing Good Models:

Teacher shares examples of high-quality work that has been produced by children in the lesson (verbally or using the iPad visualiser app).

Children use these ideas to add to and improve their own work.

Collaborative Feedback and Improvement

Pairs read each other's work **together**. The person whose book it is edits their writing based on the feedback provided by their partner.

They then read the other person's book together and repeat the process.

Post-Lesson Feedback

All draft pieces of writing must be read by the teacher and whole class feedback provided to children during editing lessons (KS2) with the aim of improving the quality of children's writing.

There must be a focus on misconceptions and errors in the following areas: grammar, composition, handwriting and spellings (KS2).

Impact

The SLT will conduct reviews of marking and feedback, asking teachers:

- How they feel the practices benefit pupils.
- How practices can be improved.
- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.

The SLT will conduct reviews of marking and feedback, asking pupils:

- Whether they read their feedback.
- If they find the feedback useful.
- If they receive too much or too little feedback.
- Whether they understand the comments when teachers mark their work.

The SLT will conduct reviews of marking and feedback through:

- observation of lessons
- looking at work in the pupil's books

Appendix 1 – Marking Code

This marking code will:

- be used consistently across KS2
- not over-power the child's work and not all errors will be identified
- be used in the context of the learning objectives and the child's needs

If the child has had support, please record **WS** (with support) next to the teacher's comment.

If oral feedback has been given, please record **OF**.

EYFS

TERMLY COLOUR CODES			
ENTRY	AUTUMN	SPRING	SUMMER
As we annotate learning, we use abbreviated codes. These are outlined below: I – Independent AI – Almost Independent TS – Teacher Support CI – Child Initiated WT – Working Towards S – Secure			

EYFS / KS1

Code	Meaning of the Code
overwrite a letter	indicates where there should be a capital letter
wavy line under a word	indicates an incorrect spelling – the correct spelling may be written above the word
written in	missed punctuation put in
??	writing is unclear or doesn't make sense
^	a word has been missed out

Lower KS2

Code	Meaning of the Code
overwrite a letter	indicates where there should be a capital letter
//	where a new paragraph should start
wavy line under a word	indicates an incorrect spelling – the correct spelling may be written above the word
written in	missed punctuation put in
??	writing is unclear or doesn't make sense
^	a word has been missed out

Upper KS2

Code	Meaning of the Code
CL	underline the omitted capital letter and write above the word
NP	where a new paragraph should start
SP	indicates an incorrect spelling – underline the word and write above it
WW	Indicates that the wrong word has been used – write above
O	basic errors in punctuation – circle the error
.	Indicates where a full stop should be
??	writing is unclear or doesn't make sense
^	a word has been missed out

Appendix 2 – Assessment for Learning

Year Group	AfL Features
EYFS	Use of whiteboard to model work and share examples of children's work. Positive comments made by the teacher to highlight strengths. Children are encouraged to identify good things about the work.
KS1	Strengths and suggestions for improvement identified. Use of thumbs up/thumbs down. Oral modelling by teacher with whole class. Group / individual feedback during writing. Some peer assessment introduced, e.g. Using visualiser. Use of WILF at the end of a longer piece of writing.
LKS2	Oral modelling with whole class. Group / individual assessment during writing. Response partners used to begin peer assessment, e.g. Tell a partner what they have learned. Use of WILF at the start of a longer piece of writing.
UKS2	Find something good in a partner's work. Begin to recognise in their partner's writing what is good and begin to suggest ways it could be improved. Regular self and peer assessment. Use of WILF at the start of a longer piece of writing.