Wendron
C of E Primary School

Effective Marking and Feedback Policy

Version Number	Version 2
Date Adopted by Governors	February 2025
Scheduled Review Date	Spring Term 2027
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

We want to ensure that your needs are met.
If you would like this information in any other format, please contact us on 01637 303106 or email info@kernowlearning.co.uk.

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Key Principles

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to children according to age and ability;
- Comments should, on the whole, be skill specific to the subject being taught
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided as part of assessment processes in the classroom, and take many forms other than written comments (mini plenaries/using visualiser)
- Feedback aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it may be acknowledged in books or verbally before the next learning takes place.
- Misconceptions MUST always be picked up on

Children must understand what they are learning.

- The learning sequence is shared with the children at the beginning of a new unit
- The learning intention for that lesson is shared at the point where is best for the children
- Success criteria/marking ladders will be used where appropriate
- Prior learning is built upon as is known by teacher and pupil through the use of Knowledge Organisers which display the sequence of learning and key vocabulary to be understood

Children are given opportunities to compare their work with the learning challenge.

- Children can articulate to peers and teachers their understanding of the learning/task and how it links with the learning challenge and overall sequence
- Mini plenaries and use of visualiser or SmartBoard enable children to analyse examples of success or improvement and further opportunities to learn from each other

- Marking ladders/success criteria give children a mechanism for reflecting on the success of their learning

Children are given opportunities to improve.

Children edit their work using purple pen. Use of a purple pen is introduced in Year 1 where children are taught to edit small extracts of their learning. Throughout KS2, children are exposed to the full range of editing skills.

Children are able to explain where they have improved their learning/understanding/work.

Planned opportunities for self or peer assessment feature in many lessons.

Misconceptions are highlighted by the teacher using green ink or by a TA using blue ink – evidence of addressing misconceptions must be visible through the improvement of understanding of the child. This may be achieved through use of resources, deployment of adult as well as through written assessment.

Feedback and marking in practice.

- Completed work is demarcated by different coloured triangles: those with a blue triangle have been supported by a TA, those with a green triangle have been supported by the teacher, and those with a red triangle work have worked independently.
- Feedback and misconceptions are addressed in the moment for supported groups.
- Any pupils still struggling are recorded on the Distance Marking Sheet (DMS), which informs future planning.
- Independent work is checked as soon as possible, with any misconceptions also noted on the DMS.
- If support or scaffolding has been needed during the lesson, the assisting adult should record interventions in green or blue, marking a triangle in the margin.
- Children self assess their own learning by inserting either a tick, dot or cross inside their assessment triangle. Tick indicates they have understood their learning; a dot indicates they have understood some of their learning and a cross indicates they did not understand their learning.

Wendron C of E Primary School
'To live life, life in all it's fullness' John 10:10

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WENDRON C OF E PRIMARY SCHOOL ASSESSMENT PRINCIPLES

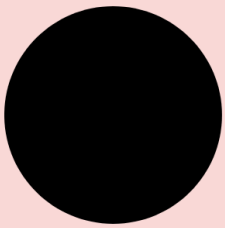
I have worked with my teacher

I have worked with a TA

I have worked independently

WENDRON C OF E PRIMARY SCHOOL SELF ASSESSMENT PRINCIPLES

I understood my learning



I understood some of my learning.

I did not understand my learning