

Reedley Primary School



Marking and Feedback Policy

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain. (Mission Statement)

Purpose of marking and feedback policy

- Promote continuity and coherence across the school.
- Ensure that feedback is effective so that pupils know whether they have achieved the desired learning, understand how to improve their work and are appropriately challenged.

Marking and feedback should:

- Be manageable for the teaching team and accessible to the children.
- Relate to the key learning.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to reflect on their learning.
- Respond to individual learning needs, taking opportunities to give face-to-face feedback where appropriate.
- Inform future planning.
- Use consistent codes within Phases.
- Be seen by children as a positive approach to improving their learning.

Type of feedback:

Oral Feedback

This is potentially the most effective and natural form of feedback. Where this is given, the work is marked with **VF**.

Closed Exercise Marking

All work is marked with a tick or a cross. Children may self-mark these activities or work will be marked as a class or in groups.

Motivational and Praise-Based Feedback

Comments related to effort or achievement are given verbally at the teacher's discretion. Some children, especially those with additional needs, seek confirmation from the teacher that they are achieving, and this can be fruitful. These comments do not need to be written into the books.

Sharing Good Practice

Examples of good work are shared with the whole class and celebrated. Examples of this include via the use of a WAGOLL wall (what a good one looks like), reading out parts of a child's work or via the use of a visualiser/iPad.

Key Learning

All written work is reviewed by the teacher before the child gets their book back. The Key Learning in the child's book (KL) is ticked once if it has been achieved and ticked twice if it has been exceeded.

Whole Class Formative Assessment

In order to ensure that staff have a clear picture of the children's next-steps when reviewing the marking, the staff member notes which children are ready for the next step in their learning, children who have made errors or have misconceptions, support methods that are to be used and any other issues. This is carried out for key learning in all subjects and can be followed up through pre-teach or over-learn sessions. Staff ensure that this information is used when planning the next sessions. Whole class assessment information informs future planning, intervention, pre-teaching, overlearning and adaptive teaching. There is a form that can be used for this purpose if preferred. (See Appendix 1)

Codes

A variety of codes are used in children's books to indicate a range of issues. The key for the codes is displayed in every classroom and the children are familiar with them all. (See Appendix 2)

Two Ticks

Two Ticks is a personalised target system used to help pupils identify and apply their next steps in writing. For every sustained piece of writing that takes place, each child is given a 'Two Ticks' target sheet. This is used in every book that the child uses for sustained writing and should be used at least twice a week. The children have two personalised targets focusing on areas of development in grammar, punctuation, vocabulary, features of a text, spelling or handwriting.

Children from Yr. 2 – Yr. 6 find evidence from their writing that shows they have achieved their targets, and write it in the box underneath their targets e.g.

Outcome: Explanation text.	
Composition Use sequential and causal conjunctions for effect (showing an awareness of the reader).	
Find your evidence:	
Grammar Use a variety of cohesive device to ensure meaning is clear.	
Find your evidence:	

Wonky Words
TRY THIS...

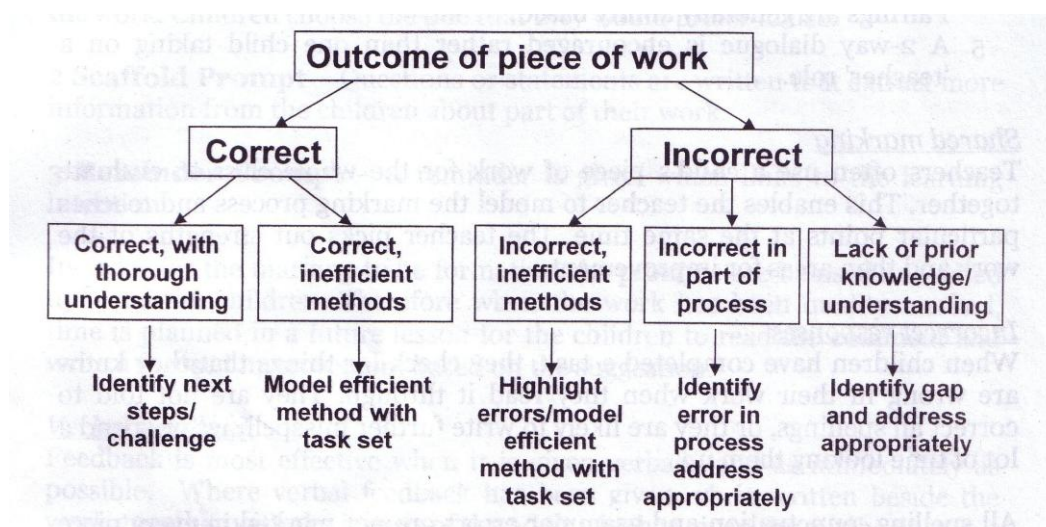
Spellings

- ‘Wonky Words’ are used throughout the curriculum.
- Where ‘Wonky Words’ are identified, they also need to be underlined in the piece of writing or task.
- No more than two in KS2 and one in KS1, to be underlined in **green** in each piece of sustained writing (or task) across the curriculum.
- Incorrect word is written and crossed; correct spelling to be written and ticked e.g. **tried** x **tried** ✓
- The child will practise and write out the correct spelling three times to consolidate the spelling.
- This will then be written in a ‘Vocabulary’ book, which the child will use independently as support for spelling and an opportunity to record relevant vocabulary.

Marking in Mathematics

- Errors in mathematics are to be given a cross.
- Incorrect number formation is always to be corrected.
- ‘Wonky Words’ (incorrect spellings) are also to be addressed.

The following chart shows which type of support would be used in maths, based on the children’s responses in their learning.



Additional Needs

Feedback will be adapted where necessary to meet the needs of pupils with SEND or EAL, including the use of verbal feedback, visual prompts, pre-teaching and individualised targets.

Monitoring

The Headteacher, Assistant Headteachers and Subject Leaders will monitor the implementation of this policy through book scrutinies, lesson visits, pupil voice activities and professional discussions with staff. Subject Leaders will monitor the implementation of this policy within their subject areas and report any concerns regarding its consistent application to Senior Leaders.

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To be reviewed: July 2027

Appendix 1:

Whole Class Formative Assessment Sheet – Reedley Primary School

Children ready for next step in learning	
Simple misconceptions/errors – error and name of child(ren)	Support methods
Needs support with different teaching methods	Support methods
Other issues	

Codes to be used for support:

G- guided OL- overlearning PT – pre-teach 1-1 TA support VS - Vocabulary support GP guided practice

Appendix 2:

Upper Reedley – Marking Symbols

FS	Full stop error
	Lower Reedley – Marking Symbols
— CL	Capital letter error
	Full stop error
FS	Punctuation error
— P	Capital letter error
CL	Wonky words
tryed x	Punctuation errors modelled
tried ✓ . A , !	
tryed x	Wrong words
tried ^ ✓	
//	New paragraph
^	Missing word
P	Presentation
T	Guided work with Teacher
T	Guided work with Teacher
TA	Guided work with Teaching Assistant
TA	Guided work with Teaching Assistant
PW	Paired work
VF	Verbal Feedback
VF	Paired Group work
↓ VF	Independent work
	Verbal feedback
A	Apparatus
A	Apparatus used