



WIDNES
ACADEMY

ASPIRING AND ACHIEVING

Marking and Feedback Policy 2024-2025

Ratified by Governors: Autumn Term 2025

Next Review Date: Autumn Term 2026

Link: Mrs L. Kirchin

A GREAT
PLACE
**TO BE A
PART OF**

MEMBER OF THE WADE DEACON TRUST

MARKING AND FEEDBACK POLICY INTRODUCTION

At Widnes Academy our policy has been reviewed and formulated in line with the recommendations and guidance from the Education Endowment Foundation. This reflects our ongoing commitment to encourage and support our children to be the best they can be. We recognise that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next step in their learning. We believe that marking should be ultimately focused on the child but also be manageable for teachers. In line with our inclusive policies it should be relevant and responsive to individual learning needs ensuring that it is seen by children as a positive means to improving their learning.

We therefore aim to:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure children are praised when their work reflects the learning intention or success criteria.
- Provide children with time to act on the feedback they are given.
- Ensure that teachers provide constructive suggestions about the ways in which the children might improve his/her work
- Ensure that we celebrate and reward children's achievement and progress
- Enable children to critically reflect on their own work and identify how they can improve.
- In line with school values to develop children's character.

STRATEGIES

Feedback

This can be either oral or written but should always be focused firstly upon the learning objective and then on other age-appropriate features, with a focus on spelling rules/phonics lists/high frequency words. For this to be successful children need to understand both the learning intention and what they need to do to achieve this.

Verbal feedback/live marking

Live marking is oral and when possible is given at the point of learning. The feedback may be individual, group based or to the whole class.

Marking

All work will be acknowledged in relation to the Learning objectives with a symbol (see below), mostly within the lesson. When deeper marking takes place teachers will use pink highlighters to identify where a child has met the learning objective and green highlighters to identify where they need to improve.

1-2-1 Conferencing

This will be completed at least 3 times per year. Each child will receive a 1-1 conferencing session. During this session, the teacher will sit 1-1 with a child and discuss their writing in depth. This marking is bespoke to the child and linked to their individual targets. There will be particular focus on the learning outcomes covered throughout the unit as well as age-appropriate spellings/phonics and basic skills. A record of the agreed targets will be kept and referred to by the children whenever they are writing.

Marking Spelling, Grammar and Punctuation

Spelling, grammar, punctuation and handwriting will be addressed using the whole school symbols (see below). There will be a sharp focus on non-negotiables (content taught in previous years) and taught spelling rules.

Self-assessment

To develop self-assessment a traffic light system will be used with the children. In Key stage 1 children will be asked to place their books into either a red, amber, or green tray to indicate how well they feel they achieved the learning objective. As children move into Key stage 2 children will be asked to add either a red, amber or green dot next to their learning objective to assess how they feel they achieved the objective.

Peer-marking

When necessary, children will be encouraged to mark or analyse the learning of their peers, offering any suggestions to correct or improve. This will be indicated by the use of coloured pencil.

Marking in books across all areas of the curriculum – Y1-6

This will be in green pen (teacher) or purple pen (self-marking by pupil) and will mostly be done during the lesson. Children will correct their work with purple pen, where appropriate, if the child has received verbal feedback VF will be added. There should be evidence of children correcting their mistakes to show they understand where they went wrong across all areas of the curriculum. For final assessment pieces within Geography and History books the final piece will have key vocabulary used from the unit highlighted in pink.

Symbols

In all areas of the curriculum, learning objectives will be marked with the appropriate symbol depending on whether the child has achieved, partly achieved, or not achieved the learning objective. This will be placed next to the learning objective.

Achieved ✓ ✓

Partially achieved ● ✓

Not achieved ●

Incorrect spelling **SP**

Verbal feedback **VF**

Grammatical error ()

Green Pen – teacher comments

Purple Pen – children's response

Pink Highlighter – indicates evidence of achieving learning objective

Green Highlighter – indicates an area of development and may be accompanied by a follow up comment

(S) – Supported work

Mathematics specific marking

Teachers will:

Always ensure correct/incorrect work has been addressed

This may be done through:

- Live marking and the use of purple pen. This may be, at times, addressed in subsequent lesson to address misconceptions.
- Using quality questioning to challenge children's reasoning and communication about mathematical ideas and vocabulary
- During 'Guided Practice' children complete tasks with demonstration from the class teacher modelling expectations. Children are to mark guided practice with the teacher using purple pen (y2-y6).

Mathematics specific symbols using to mark individual questions

Incorrect



Correct



Pupil Voice

As part of the development of our policy we consulted our school council and asked what they liked seeing in their books and the type of marking they believe helps them to improve

The children's responses were summarised as follows:

- The green pen helps us to make our writing even better.
- Pink shows us what we have done well.

EQUALITY STATEMENT:

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'. We believe it is in line with the Equality Act as it is fair, does not prioritise or disadvantage any pupil and it helps to promote equality at Widnes Academy.

MONITORING This policy will be reviewed by SLT annually or earlier if required.