

Bilston Church of England Primary School

Feedback and Marking Policy



We will aspire through our Christian beliefs and attitudes for all children in our care to flourish both academically and personally; develop respect for others and to reach out to their local and global communities, so 'hand in hand together with faith we will strive to achieve all things.....'

'I am able to do all things through him (Jesus) who strengthens me'

Philippians 4:13

January 2022

Review: September 2024

[The purpose of the policy](#)

The purpose of this policy is to make explicit how we value the importance of a consistent approach to marking and feedback throughout our school.

Our Aims:

- ❖ Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher's expectations.
- ❖ Use the marking system as a tool for formative on going assessment.
- ❖ Improve standards by encouraging children to have a positive attitude and recognise their achievements and **how they can improve on their work (next steps)**.
- ❖ Develop children's self-esteem through praise and valuing achievements.
- ❖ Create a dialogue which will support and aid progression.

[The need of a marking policy](#)

It is important that all members of staff provide constructive feedback to children, both written and orally, focusing on success and improvement against learning intentions. This enables children to become reflective learners: supporting **individual learners to close the gap and achieve to their full potential**.

[Guidelines for Good Marking](#)

- Using the stampers means that staff do not have to repeat the WALT of the lesson in their marking comment, but staff should think about the WILF (success criteria) in their comment.
- Using the stamper should inform the child of the progress they are making.
 - Learning Objective achieved (green) for independent work
 - Working towards Learning objective (orange) if a child is working towards their learning objective or they have achieved the LO with support.
 - Arrow and FB if you are providing a next step for the children to respond to.
- If children given a green stamp, then there can still be a next step which could be a mastery task.
- Core subjects (English, Maths, Science) should be marked with stamper and a comment to reflect the child's achievements.
- Other subjects should be marked with the stamper and a positive comment and FB, if a child has misunderstood the learning
- The only time that the stamper should be used on its own is to mark homework or Artwork. If a child has used Power Maths book and normal Maths's book in the same lesson, the teacher should stamp both but choose which piece of work to comment on.
- If a child has self-marked during the lesson with a purple pen then there should be evidence that an adult has acknowledged their understanding.
- When giving feedback that children need to respond to always start the comment with a 'verb' therefore giving a clear action and not a statement.
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a good model for the child.

- Not every spelling should be corrected, only those appropriate to the child's age and ability (see editing guidelines)
- Have a positive impact on the child's progress – marking is there to move the learning forward.
- Contain comments which reflect the teacher's sound knowledge and understanding of the subject.
- Be consistent across all the school.
- Marking should be done in a range of different coloured pens.
- Where a member of the teaching team other than the class teacher has been involved in the marking process, then they should initial the marking.

[Children's response to the comments](#)

Self- marking and evaluation

- Children should be given time at the start of a lesson to read marking and if they need to, then respond to feedback.
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of feedback they have received.
- Children should be given the opportunity to be involved in peer and self-assessment.

[Monitoring and evaluating this policy](#)

This policy will be monitored through further consultation with staff and through planned reviews.

Children's workbooks will be monitored by SLT, and subject leaders and time will be given for all staff to observe each other's marking and feedback.

Key for Marking



Symbol	Marking comment/When to use
	WALT achieved independently
	Working towards WALT or supported
	SEND Traffic Lights – traffic lights to be coloured Red – did not understand the learning and needed lots of support. Yellow – some understanding of the learning and completed with some support. Green – demonstrated an understanding of the learning and worked independently.
FB →	Next steps: <ul style="list-style-type: none"> Action or model on how to achieve the WALT or improve learning. That you wish the child to respond to, remember to start with a verb so the child knows that this is an action.
S	Supported
PW/GW	Paired or group work
VF	Verbal Feedback
hp	House point awarded
Margin/live marking	During some lessons adults may wish to margin mark with comments that will support the learning of the individual pupil.

Editing Writing



Symbol	Year Group	
Sp	All year groups	Spelling mistakes should be identified by adding Sp in the margin on same line of the mistake. For younger children or SEND children the spelling mistake may be underlined with the correct spelling. Older children should be encouraged to correct spellings as part of editing. Remember that expectations for spellings should match the spelling lists for the different year groups. See Appendix 1
Overwriting capital letters	R/Y1/Y2	Miss use of capital letters and full stops should be identified in the marking to model to the child how to correctly demarcate sentences. If a child consistently misses capital letters and full stops then this could form the feedback for following pieces of work. Younger children or SEND children staff may wish to circle the mistakes.
P	Y3/4/5/6	Missing punctuation or mistakes in the punctuating of a sentence should be identified in the margin on the same line of the error. For lower ability children staff may wish to correct the mistakes.
G	Y3/4/5/6	Grammar mistakes should be identified in the margin on the same line of the mistake. For lower ability children staff may wish to model the correct grammar to use.
Editing tabs	Y3/4/5/6	A piece of paper glued in the margin overlaying the section of work that needs to be edited. This can either be done in response to live marking during a lesson or as a starter activity for the following lesson. Could be carried out as a group with an adult.
Purple Polishing	Adapt to all year groups	Children using purple pens to edit their work. Strategies and models on how to edit work should be taught. Purple Polishing can either be done as children are working 'pit stops' or after an adult has checked the work an identified areas that can be improved by editing.
PA	All year groups	Peer Assessment
Teacher marking	Marking should be in different coloured pens except for blue (if a child writes in pen) and purple.	

Common exception words for Year 1

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 1 (age 6)

[Spelling in Year 1 \(age 5–6\) | Oxford Owl](#)

the	we	you
a	no	your
do	go	they
to	so	be
today	by	he
of	my	me
said	here	she
says	there	friend
are	where	school
were	love	put
was	come	push
is	some	pull
his	one	full
has	once	house
I	ask	our

Common exception words for Year 2

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7)

[Spelling in Year 2 \(age 6–7\) | Oxford Owl](#)

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money

hold told every	hour move prove	Mr Mrs parents
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Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9)

[Spelling in Year 3 \(age 7–8\) | Oxford Owl](#)

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11)

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme

ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (–ped, –ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yach

Appendix 2

Positive pupil feedback	Needs to improve pupil feedback	Questions to support feedback
Excellent job on ...	One suggestion would be...	What do...
I think your example was...	I think you should add...	What is...
Terrific work on ...	Don't forget to...	Should you...
You did a super job on ...	Next time you should...	Why is...
You did an astronomical job on ...	I am confused by..	Why do...
You did a profound job on ...	Take into consideration changing...	Why will...
What really wowed me was ...	Take into consideration deleting...	Where is...
I enjoyed your writing because...	Maybe you should add...	When do..
Your work displays...	I was wondering if..	When does...
The most outstanding aspect of your work is ...	Think about...	When is...
The strongest aspect of your work is ...	I think a better choice would be...	When will...
The best part of your work is ...	I strongly suggest...	How do...
	One problem I see...	How will...
	You need to ...	How does...
	One major mistake is...	Did you consider...

POSITIVE FEEDBACK LANGUAGE

NEGATIVE FEEDBACK LANGUAGE

ENCOURAGING FEEDBACK LANGUAGE

Positive Feedback

Positive Feedback

- ✓ I like it!
- ✓ I love it!
- ✓ Good job!
- ✓ Great stuff!
- ✓ That's correct!
- ✓ That's it!
- ✓ That's nice!
- ✓ That's right!
- ✓ Very good!
- ✓ Well done!



Very Positive Feedback

- ✓ Awesome!
- ✓ Brilliant!
- ✓ Excellent!
- ✓ Fantastic!
- ✓ Magnificent!
- ✓ Marvelous!
- ✓ Outstanding!
- ✓ Terrific!



After these words you can add the word **Job** or **Work**.
For example: **Awesome work!** ...or... **Excellent job!**

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Negative Feedback

Negative Feedback

Here are some nicer ways of giving negative feedback instead of saying "That's wrong!"

- ✓ Not exactly.
- ✓ Good try but ...
- ✓ That is almost it.
- ✓ Unfortunately not.
- ✓ You were almost right.
- ✓ That's not quite correct.
- ✓ I'm afraid that's not quite right.



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Encouraging Feedback

Encouraging Feedback

- ✓ I'm impressed!
- ✓ That's more like it.
- ✓ That's much better.
- ✓ You are doing well.
- ✓ You're getting there.
- ✓ I'm very proud of you.
- ✓ You've improved a lot.
- ✓ You've just about got it.
- ✓ Keep up the good work!
- ✓ That's coming along nicely.
- ✓ Nothing can stop you now.
- ✓ You're on the right track now.
- ✓ You're getting better every day.
- ✓ One more time and you'll have it.



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