



## Waverley Primary School – Marking & Feedback Policy

Feedback for pupils should be timely, responsive, and meaningful.

At Waverley Primary, we practise an active model of first teaching, where direct feedback is given by the teacher during each lesson through verbal guidance, modelling to address misconceptions, and periodic plenaries to celebrate successes and tackle persistent errors. Written feedback is given in a consistent, straightforward form, so that pupils are able to recognise what they have achieved, and where they may need further instruction or practice.

All pupils should be given the opportunity to read and respond to written feedback.

### KS2:

- All pieces of work across the curriculum should be marked against the learning objective according to the following specification:
  - // Double-tick: the pupil has fully understood the objective and has demonstrated this.
  - / Single-tick: the pupil has an understanding of the objective and can independently work towards it, but is not consistent.
  - \* Asterisk: the pupil has found working towards the objective challenging and does not have a working understanding of the concept.
- Teacher feedback that has been given during the lesson must be indicated in the children's books according to the following specification:
  - T: a capital 'T' indicates that the teacher has given verbal feedback to clarify a teaching point or give guidance regarding a simple mistake.
  - T+: a capital 'T' followed by a '+' sign indicates that the teacher has given more substantial feedback, such as follow-up teaching or modelling.
- English:
  - Final pieces of work (those that have been edited and/or redrafted) should be marked in detail by the teacher. Mistakes should be underlined, circled or indicated in the margin – rather than corrected – to ensure that pupils have the opportunity to recognise the fault and correct it themselves.
- Maths:
  - Daily maths work should be self-marked during the lesson to provide instant feedback. This will provide pupils with an opportunity to challenge, ask questions, and consolidate their learning.

- Spelling:
  - If a pupil needs to practice a given spelling, this should be indicated with an 'sp.', and the correct spelling provided. The pupil should then copy a line of the correct spelling to embed it.
  
- Self-assessment:
  - All pupils will indicate their own level of confidence with each piece of work they complete by colour-underlining their LO according to the following specification:
    - **Green** – fully confident with independently completing the objective.
    - **Yellow / orange** – partially confident, with some uncertainty about successfully meeting the objective in full.
    - **Red** – low confidence, and would appreciate further instruction.
  
- Teachers will use blue/black ink for grading and general comments, and pink ink to indicate a need for correction.

#### KS1 & EYFS

- For each lesson, a sticker will be added to the pupils' books detailing the lesson objective, and the success criteria for the achievement of this if applicable. Alternatively, the date will be added to the piece of work by the child themselves, which will link to weekly planning documents. Objectives are derived from the ELG or National Curriculum.
  
- Teachers will mark against the objective and success criteria to indicate how successful the pupil has been in attempting the task.
  
- As many formal activities take place in a guided / carousel context, written feedback will be given directly in books. Comments will be made in blue ink; modelled corrections will be given in pink ink.
  
- 'T' and 'T+' indicators will be used to show the level of additional support given, as detailed above.

#### Self-editing / peer marking:

- When responding to teacher prompts, self-editing, or marking another pupil's work, children will do so using purple ink.