

Woodland Grange Primary School

FEEDBACK & MARKING GUIDELINES

At Woodland Grange we believe that effective and meaningful marking and feedback is a dynamic, two-way process with the child firmly at the centre of it. We recognise that marking needs to be manageable and time effective with the focus on moving the children's learning forward. In all areas of marking, we aim to employ a consistent approach, both within each class and across the school as a whole. Teachers are able to use their professional judgement and discretion to determine appropriate approaches to the use of marking. It is vital that the child recognises the purpose of any marking or feedback and that, where appropriate, they have the opportunity to respond to it.

Effective marking and feedback:

- Children will receive verbal feedback during or on completion of a task where appropriate.
- Marking will normally be 'live' marking or before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- In EYFS, their next steps are shared with the pupil and updated regularly for the ELGs.
- In KS1 and KS2, staff will mark with an alternative colour and use steps  where appropriate.
- VF (verbal feedback) WS (with support) and I (independent) used to show level of support.
- When appropriate, criteria will be shared at the start of a session and ticked if achieved.
- Teachers will provide children with opportunities to assess their own and others' work and give feedback to one another when appropriate.
- Whole class marking format will be used to ensure children know what they need to do next to make progress.
- Work is marked to provide individual and whole class information to assist the teacher with the next stages of teaching and learning.
- As children progress through KS2, it is vital that each child learns how to respond to feedback in a way that helps them move their learning forward. It should spread beyond whether work is correct or incorrect, and, as far as possible, allow the children to notice and understand their own areas of confidence or difficulty – things they have done well and things that have eluded them.
- Use of precise phrases and notes may be used rather than full sentences.
- Summative comments may be written
- Attention will be drawn to areas that need looking at by such methods as underlining, stick it notes, or circling; the child may need to make their own changes/corrections or the teacher may provide these
- 'I can/I understand' statement lists may be used to clarify the focus of each piece of work – teacher indicate level of understanding with a three-tick system
- Effective marking and feedback celebrate the achievements of pupils through the school's reward systems

Marking codes (teachers to select areas of focus):

VF	Verbal feedback
WS	With support
I	Independent
Sp	Spelling
Aa	Capital letter
	Next steps
	Finger spaces
Λ	Insert word
•	Full stop
C	Correction that needs addressing (Year 3 upwards)
P	Check punctuation (Year 3 upwards)
G	Grammatical error (Year 5 and 6 only) such as tenses or cohesion
//	New paragraph

Pupils are trained how to:

- Use and understand the marking codes
- Self-mark their work
- Put one neat line through any mistakes (using a ruler)
- Use o-meter scores (from 0 to 10) when appropriate to enable pupils to evaluate their own levels of understanding, effort and confidence. These can also be added to homework. This will be transitioned from Year 4 into upper KS2
 - U/O: understand-o-meter
 - E/O: effort-o-meter
 - C/O: confidence-o-meter

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