



Marking and Feedback Policy

Approved by Governors

Written

September 2025

To be reviewed

September 2027 (or as school policies change)



Whitefield Infant School and Nursery Marking and Feedback Policy



Whitefield Infant School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking and feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development ('Next Steps') and evaluating how well the learning task has been understood. Marking and feedback is viewed as a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked.

'The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback.'

Professor John Hattie ('Influences on Student Learning')

The research of educationalists, such as Dylan William, Paul Black and John Hattie highlight the fact that formative assessment plays a fundamental role in ensuring pupils make good progress, therefore raising standards.

'Standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards.'

Dylan William and Paul Black ('Inside the Black Box')

AIMS

We believe that assessment lies at the heart of the process of promoting children's learning. It provides a framework within which objectives may be set through: effective planning, continuous monitoring of children's progress, target setting and reliable and accurate judgements about children's attainment. Giving children feedback and marking their work are important aspects of the learning process. They are the mechanisms by which we are able to:

- Assess children on a day to day basis
- Check that the children have understood what has been taught
- Show children that their work is valued
- Show children how to improve and help them to understand the next steps in their learning
- Engage children in the learning process
- Create a dialogue about learning between the teacher and the child
- Raise standards

FORMATIVE ASSESSMENT - Why It Makes Such a Difference

Formative assessment in its widest sense refers to any process by which pupils are made aware of how they can make progress. Formative assessment encompasses many strategies designed to raise standards including:

- Questioning Strategies
- Talk partners
- Peer and self-assessment

- Oral feedback and written feedback (feedback marking)

The key to successful formative assessment is the involvement of pupils in owning their learning and each other's learning.

The key strategies for developing formative assessment include:

1. Clarifying, understanding and sharing the Learning Objectives (LOs)
2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Utilising children as learning resources for one another
5. Promoting children as owners of their own learning

All the marking and feedback at Whitefield Infant School will follow the standards below:

- Provide consistency and continuity in marking throughout the school, so that children have a clear understanding of expectations.
- Be positive, motivating and constructive, at the child's level of comprehension.
- Relate to the learning objectives, success criteria/Steps to Success that have been shared with the children.
- Involve all the adults working with children in the classroom.
- Give recognition and appropriate praise for achievement to develop children's self-esteem.
- Inform future planning
- Give clear strategies and next steps for improvement.
- Involve children in the marking process, to encourage reflection, self-assessment and peer assessment.
- Help pupils to close the gap between current and desired performance by making judgements about their own work.
- Be written in handwriting that is legible, providing a good model for children with correct spelling, grammar and accurate use of Standard English.

Marking Across Subjects:

English	VF used to show Verbal Feedback was given and what about (VF - full stops) Spelling - don't correct every word if plausible attempts have been made, but Key Words MUST be corrected. Success Criteria to be used daily (or as appropriate) and to say: 'To.....' (Not, 'I can.....'), to indicate children will be taught something new, not given something that can already do.
Maths	In mathematics we agree that effective feedback requires well-structured classroom activities, regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding, and interaction and dialogue focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically, which we do through our Mastery teaching approach.

	Errors will require a written comment and/or modelling/practical to address the misconception or ensure understanding of a certain concept.
Topic	Spelling - don't correct every word if plausible attempts have been made, but Key Words MUST be corrected.
	Success Criteria to be used daily (or as appropriate)

Responding to Marking

For marking to have an impact on attainment the comments made need to lead children to further develop their understanding of what has been learned and the next steps needed to improve. In some cases the marking will further explore a pupil's understanding of what they have completed.

As part of the daily classroom routine it is essential that children are given the opportunity to read comments and if appropriate respond.

Next Steps

N This symbol will be used (standing for Next Step or Now....) Next steps need to move children on in their learning. In maths, this could be; Now explain, Now try, Now show me... etc). In English, it may be Now think of another word to describe.... or Now choose a better verb to improve your sentence.

Mistakes and Errors

It is important for adults to distinguish between a simple mistake and an error that reflects a lack of understanding. Careless mistakes should be marked differently from errors resulting from misunderstanding. Mistakes should be indicated by a dot and the pupil encouraged to correct this themselves.

If errors demonstrate a lack of understanding, the teacher may decide to take an alternative course of action. For a small group of pupils the teacher may arrange intervention while for a larger number the errors will be addressed in the next lesson.

Editing Learning

If children miss out words, they can edit their learning using  symbol. Rubbers are NOT TO BE USED, so children's editing and misconceptions can be seen.