



SS. Osmund & Andrew's RCP School

Feedback and Marking Policy

***Together in Love, Growing in Faith, A Journey of Hope.
Together in Love, Faith and Hope.***

Reviewed June 2026

This policy will be reviewed in line with the policy review cycle.

Mission Statement

“Encourage one another and build each other up.”

— Pauline Epistles 1 Thessalonians 5:11

Together in Love. Growing in Faith. A Journey of Hope. Together in Love, Faith and Hope.

Rationale of the Policy

It is the policy of the school, in keeping with our Mission Statement, to value the work of all children and to practice positive reinforcement with sensitivity, consistency and justice. The reason for this policy is to make clear expectations of the marking of children’s work and giving of feedback.

It is imperative that work is marked to give it value and status. It is important that the teaching team provides constructive feedback to children, written and oral, focusing on success and improvement needs against the WALT. This enables children to become reflective learners and helps them to make progress.

The Purpose of Marking

There are only two purposes for marking:

1. That the child knows how well they have done.
2. That the child knows and responds to the next steps in learning.

The Principles that Guide the School’s Approach to Marking and Feedback

Marking and feedback should:

- ❖ Be manageable for the teaching team and accessible to the children.
- ❖ Relate to the WALT.
- ❖ Involve the teaching team working with the children.
- ❖ Give recognition and praise for achievement and clear strategies for improvement.
- ❖ Allow specific time (Fix-It Time) for children to read, reflect and respond to marking where appropriate.
- ❖ Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- ❖ Inform future planning.
- ❖ Use important symbols consistently throughout the Key Stages.
- ❖ Be seen by children as a positive approach to improving their learning.

How do we ensure that children know what their next steps are?

Oral Feedback (Immediate Feedback- at the point of learning)

It is important for children to have oral feedback from members of the teaching team. This dialogue should focus upon successes, areas for development and targets for future learning and should happen several times in a lesson. A member of staff may write ASK as the Next Step in the marking, and the expectation is that the child should ask the member of staff in Fix-It Time for further feedback. This may then be ticked by the teacher or child to show the dialogue has taken place.

Written Marking (Summary Feedback – at the end of a task)

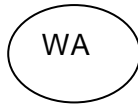
This should usually be done in red to stand out from the child’s work and avoid confusion. For example:

“Encourage one another and build each other up.”

— Pauline Epistles 1 Thessalonians 5:11

To highlight where the child has met the WALT and indicate where the child can improve and/or extend their thinking. A Next Step may be given to the child for them to try during the Fix-It Time in the next lesson.

e.g.



Lovely sentences.

N Try to use capital letters for proper nouns.

Spelling, punctuation and grammar should not be marked in every piece of work, as the WALT is about something else. This will be at the teacher’s discretion.

Any comments will celebrate the child’s successes and highlight what the child needs to do to improve in Fix-It Time. When writing comments, the teacher should be aware that they should be written and presented in a way that will have an impact on the child’s progress, for example, by not overloading the child with information.

Comments and symbols in feedback should address the WALT using the WALT achieved symbol if achieved. If not achieved, there must be a next step comment in these cases to signpost improvement for Fix-It Time.

In writing, the WA and N can refer to the descriptors in the school’s use of interim assessments.

Any comments written in children’s books should focus on knowledge, skills, understanding, progress, achievement, as well as the high standards of effort that our school accepts.

Challenge

There are many occasions where feedback is given during a lesson, and opportunities to mark a child’s work; during any of these instances, if the case is seen that the activity has not challenged the child, the teacher should acknowledge this and give the child a more challenging activity.

Self-marking and Evaluation

Where children mark their own work, or the work of one of their peers, the work must still be seen and marked by the teacher who can give a WALT achieved symbol or Next Step if appropriate.

How do we facilitate children responding to their next steps?

Children’s Books

To make it easier for a child to see if they have improved their work and responded to comments, each child will have for ‘written’ subjects of English, Maths, RE, Science, Geography, History *per teacher*:

1 English Book

1 Maths Book

1 RE Book

1 book per subject

Therefore, any work done on paper should be neatly stuck into the child’s book and marked (cut to size so that it is not folded over).

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Additional book that may be used are those that sit outside those listed above, for example: Spellings, Mental Maths, Maths Jotters, Art/Sketch books. Please note that the expectation is that wherever possible, subject work is completed in the subject book, or stuck into it if on paper (cut down to size to fit in the book neatly).

Self-Evaluation

All children should be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for improvement points. Children should be asked at the end of every lesson to put in their work some feedback as to how they think they have achieved the WALT. This ranges from faces in KS1 (smiley/sad/in-between) to a sentence in KS2. In KS1 and KS2 Tray Systems and traffic lights may be used in addition to this.

- ☺ I fully get this! (Secure understanding)
- ☹ I need a bit more practice. (Some understanding)
- ☹ I don't get it! (Little or no understanding)

Fix-It Time

Children should be given time at the start of the day or the start of a lesson (Fix-It Time), to read the written feedback the teacher has provided and respond to it. Every time a 'N' appears in a child's book, there must an opportunity to respond to it.

Where appropriate, opportunities are planned for staff to target gaps to prepare a child/children for the next lesson, eg a Teaching Assistant takes the books that are in the "Sad face" pile.

Dialogue between Child and Teacher

Where the teacher has written a Next Step, the child should, as part of their Fix-It Time, write a response to this, thereby forming a dialogue between the teacher and the child.

The plenary could then focus on this process as a way of analysing and learning. Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Expectation

As feedback is central to a child's progress, it is expected that a piece of work will be marked before the start of the next lesson. It is encouraged that as much written feedback as possible is given during the lesson. Where possible, other adults in the room can assist with this.

WALT and WILF

To help a child make progress, SS Osmund & Andrew's uses WALTs and WILFs in each lesson.

WALT – We Are Learning To... - This is the tight learning objective and should be driven by skills, knowledge or understanding. The marking in the book should tell the teacher that the child has acquired this learning or not.

WILF – What I'm Looking For - This is driven by the activity and may include the 'rule' that is being taught and may be differentiated, eg Red group to write 5 complex sentences,

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Yellow group to write 8 without reusing the connective, Blue group to write at least 10 in a paragraph about a forest. The activity is the vehicle for the child to show if they have acquired the learning or not. WILF may also be differentiated.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- ❖ Verbal Praise
- ❖ Stickers and stamps
- ❖ Written annotations, short and narrative observations (written)
- ❖ Annotation of work and photographs by staff
- ❖ Children beginning to annotate their own work and pictures
- ❖ Oral dialogue with children about their play, work or special books.

Monitoring and Evaluating this Policy

This policy will be monitored by the Senior Leadership Team and the Assessment Co-ordinator, and there will be several opportunities each year for subject leaders to monitor the children’s books and speak to children.

Other Policies

This policy should be read in conjunction with the Health & Safety Policy, Equal Opportunities Policy and the subject policies.

Symbols

Symbol	This Means...
WA	WALT Achieved
N	Next step
✓	Correct
.	Incorrect
WS	Child has had support with this task.
D	Discussion held with child – ‘Verbal Feedback’ given.