

*Respectful, Kind, Curious and Ambitious*

# Marking and Feedback Policy

Academic year 2025/2026

A Jenkins

30/09/25

J.R. Kerb

30/09/25

## *Respectful, Kind, Curious and Ambitious*

We believe that the most useful feedback is 'in the moment,' where children can receive useful and timely feedback that moves their learning forward straight away.

### **Principles**

At Maidenbower Infant School and Nursery we believe that the purpose of marking children's work is to:

- Celebrate and raise achievement
- Move learning on
- Address mistakes or misconceptions immediately
- Inform future planning
- Assess progress
- Support Children's self-assessment

### **Feedback and Marking – GENERAL GUIDANCE**

Children's work must be marked in a consistent and developmental way. All assessments made through feedback and marking must impact on the children's progress and on future planning. Marking should be short, sharp and in the moment. It should be meaningful, motivating and manageable.

### **WALTs**

We use WALT (We are learning to..) on a sticker which is stuck in every child's book. WALTs **must** come from the school's curriculum progression documents and be very specific, not general. **The WALT should be the learning outcome not the activity.**

### **Success Criteria**

To support children in achieving the WALT (We Are Learning To) objective, each lesson should include a clear and simple success criteria. This criteria must be:

- Verbally explained to pupils at the start of the lesson to ensure understanding and engagement.
- Written in child-friendly language using "I can..." statements that reflect achievable steps toward the learning intention.
- Differentiated where appropriate, either by tailoring the criteria to individual pupils' needs or by structuring the criteria to increase in complexity throughout the list.

## *Respectful, Kind, Curious and Ambitious*

This approach ensures that all learners understand what success looks like and can self-assess their progress during and after the lesson. It also allows teachers to provide targeted feedback based on the agreed criteria.

### **An example of a WALT and success criteria sticker**

WB 5.9.25

#### **SCIENCE: MATERIALS**

##### **WALT name and identify different materials.**

I can name materials like wood, metal, plastic, glass, and fabric.

I can sort objects into groups by what they are made of.

I can say how some materials feel, like soft, hard, rough or smooth.

I can explain why some materials are good for certain jobs (e.g. glass for windows).

**Adult focus**

**With Support**

**Unaided**

Stickers should also include the support given to a child.

- Adult focus
- Unaided
- With support

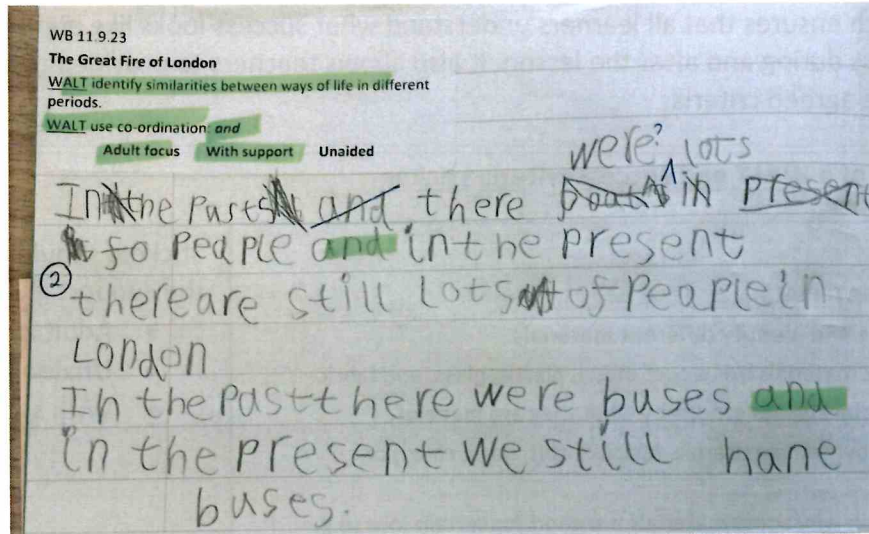
### **Feedback and marking should...**

- Relate to what is taught, reinforcing the WALT (shared with the children and displayed on a sticker in their books);
- be positive, including where mistakes have been made

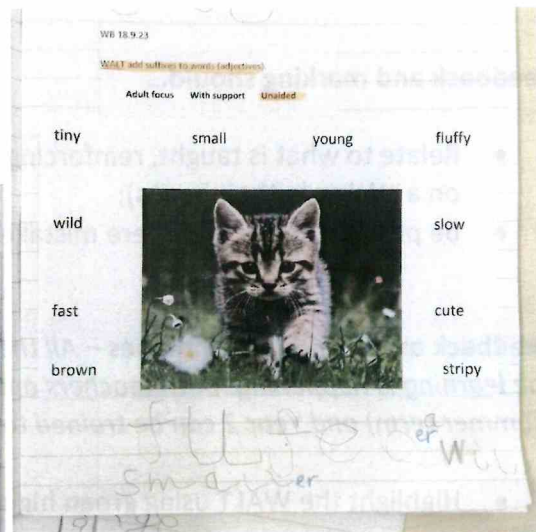
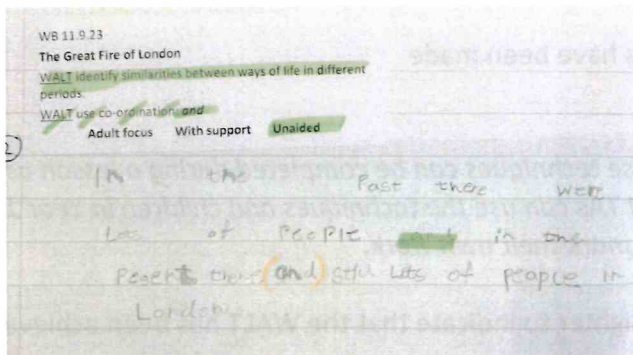
**Feedback and Marking Techniques** – *All these techniques can be completed during a lesson as the learning is happening. Both teachers and TAs can use the techniques and children in Year 1 (summer term) and Year 2 can be trained to mark their own work.*

- Highlight the WALT using **green** highlighter to indicate that the WALT has been achieved

## Respectful, Kind, Curious and Ambitious



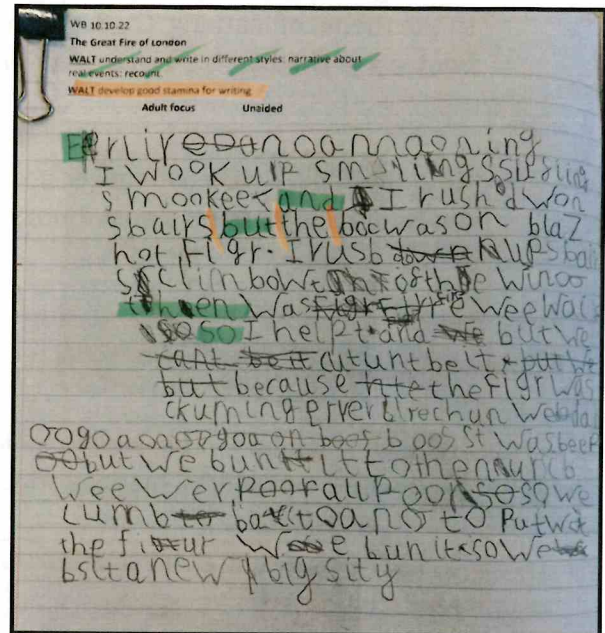
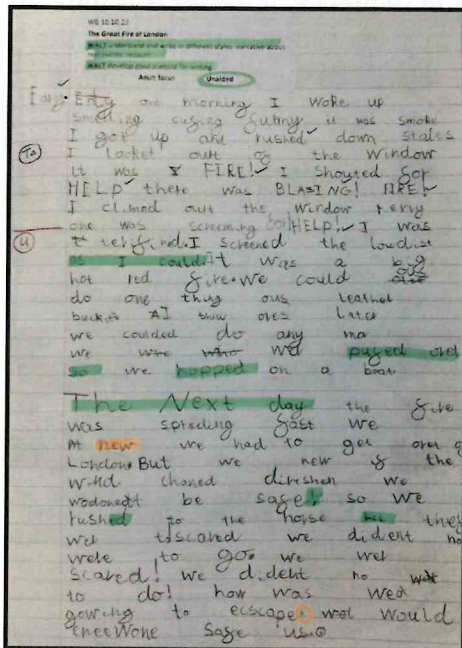
- Use **hashed green** highlighter to indicate where the WALT is **partially** met



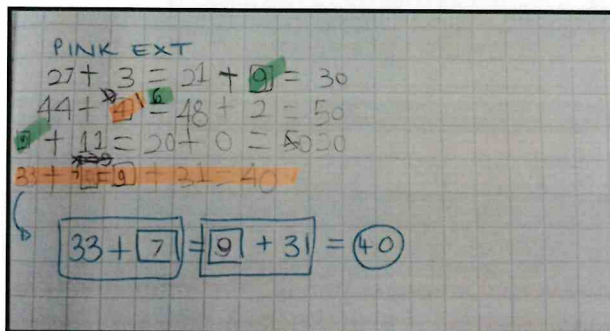
- Use **solid orange** highlighter to show where a WALT has **not** been achieved or where improvements are needed
- Highlight the "I can" success criteria statements, following the same guidance as highlighting the WALT.
- **Green** highlighters will be used in the body of work to identify a word/phrase/punctuation mark that has been used successfully, related to the WALT.
- **Orange** highlighters will be used to make suggestions for improvement or to identify a misconception and/or mistakes, based on the WALT or skill being taught (highlight orange)

## Respectful, Kind, Curious and Ambitious

- Verbal reminders should be given for general mistakes that are not related to the WALT e.g. missing capital letter. They do not need to be highlighted in orange.



- Purple polishing pens should be used by the children to self-correct/ improve work. Purple polishing pens are introduced in Year 1, depending on when the child is able to edit and improve their writing (typically by the Summer term).
- Blue pen should be used by teachers or TAs when they write in children's books or when explaining work or capturing pupil voice



- CH written in a circle by an adult will be used to provide a 'challenge'. This could include: true or false; prove it; to consolidate; to explain; to extend thinking.
- VF When verbal feedback is given in the moment, 'VF' written in a circle should be recorded next to the part of the work that was given feedback.

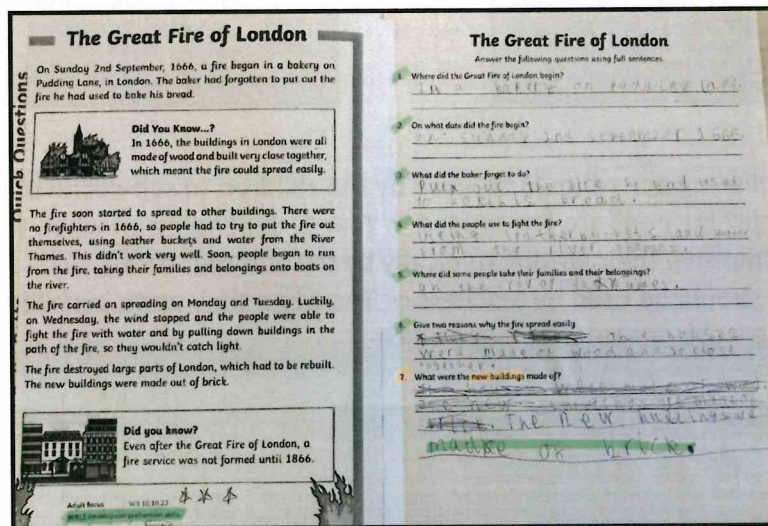
## Respectful, Kind, Curious and Ambitious

1

- If children have completed independent work in provision, an '1' is written in a circle at the top of the work and the date is recorded. If the work is related to the theme of learning during lesson time, the work can be stuck in sequence. If the work is unrelated to the theme of learning, the work should be kept in an envelope at the back of the book e.g. a child does a piece of writing that is not related to the writing sequence.
- Note the 'child's voice' whenever possible and record either directly into the book using quotation marks, or on a post it note and stuck in to books.

### Foundation subjects:

Green/orange highlighters to be used to indicate whether the WALT has been met during the lesson. In Foundation Subjects, marking should link to the skill being taught.



### Early Years Foundation Stage

In the Early Years Foundation Stage, adults give verbal feedback to children 'in the moment'. This may be when they are taking part in an adult focused activity or when they are taking part in child-initiated play. Adults give positive feedback and praise children on their effort. They then sensitively give constructive feedback to children by using enquiry based sentence stems such as 'I wonder if...?' or 'Maybe we could try...?'. When giving feedback for writing, adults praise and give verbal feedback. They model the correct letter formation and encourage children to correct where necessary.

Teachers record children's 'wow moments' in their learning on their Portfolio on the Class Dojo online platform. Comments are objective and positive, focusing on what the child has achieved.

## *Respectful, Kind, Curious and Ambitious*

Next steps may also be recorded if acted on in the moment with the child. Parents can also share their child's achievements on their portfolio.

