

Respectful, Kind, Curious and Ambitious



Marking and Feedback Policy

Academic year 2026/2027

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We believe that the most useful feedback is given **in the moment**, enabling children to receive timely and purposeful feedback that moves their learning forward immediately.

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 forward.
- 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 have an impact on children's progress and future planning. Marking should be **short, sharp, and in the moment**. It should be meaningful, motivating, and manageable.

WALTs

We use a **WALT (We Are Learning To...)** sticker in every child's book. WALTs must come from the school's curriculum progression documents and be highly specific, focusing on the learning outcome rather than the activity.

Success Criteria

To support children in achieving the **WALT (We Are Learning To)** objective, each lesson should include clear and simple success criteria. These 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 towards the learning intention.
- **Differentiated where appropriate**, either by tailoring the criteria to individual pupils' needs or by structuring the criteria so that it increases in complexity throughout the list.

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

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An example of a WALT and success criteria sticker is shown below.

WB 5.9.25

SCIENCE

WALT name and identify different materials.

I can name materials e.g. 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, e.g. 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 indicate the level of support given to a child:

- Adult Focus
- With Support
- Unaided

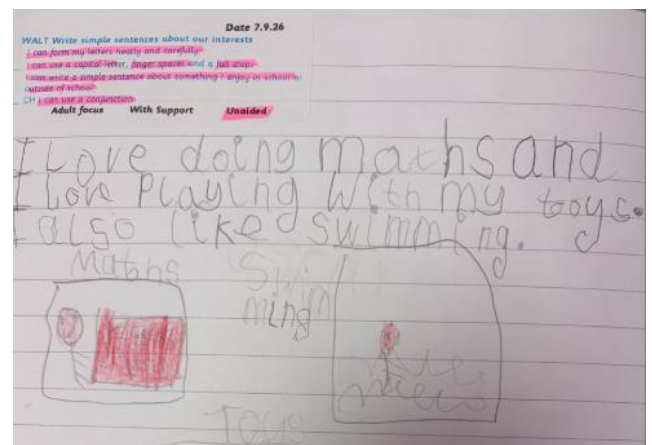
Feedback and marking should...

- Relate to what has been taught, reinforcing the WALT and success criteria (shared with the children and displayed on a sticker in their books).
- Celebrate achievements and successes, as well as highlighting where improvements can be made.

Feedback and Marking Techniques

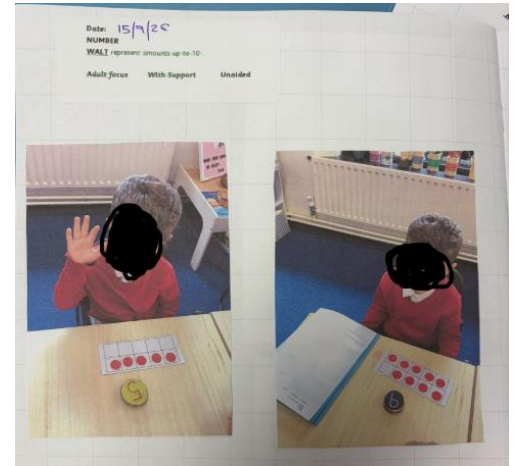
The following techniques can be used during a lesson while learning is taking place. Teachers, teaching assistants, and children (in Year 1 during the summer term and throughout Year 2) may use these techniques.

- Use a **pink highlighter** to indicate that the WALT has been achieved.
- Use a **pink hashed highlighter** to indicate that the WALT has been partially achieved.
- Use a **green highlighter** to indicate that the WALT has not yet been achieved or where improvements are needed.
- Highlight the **"I can"** success criteria statements using the same system as the WALT.
- Use a pink highlighter within the body of work to identify successful words, phrases, punctuation, or examples related to the WALT.
- Use a green highlighter to make suggestions for improvement, or to identify misconceptions and mistakes **linked to the WALT or skill being taught**.



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- Provide verbal reminders for general mistakes that are not related to the WALT (e.g. missing capital letters). These do not need to be highlighted in green.
- Children should use '**purple polishing pens**' to self-correct and improve their work. Purple polishing pens are introduced in Year 1 when children are able to edit and improve their writing independently (typically by the summer term). This is with a purple coloured biro pen, not felt tip or pencil.
- Teachers and teaching assistants should use **blue pen** when writing in children's books, explaining work, or recording pupil voice.



Challenges may include:

- True or false?
- Prove it.
- Consolidate learning.
- Explain your thinking.
- Extend thinking.

CH

- 'CH' written in a circle by an adult will be used to provide a '**challenge**'.

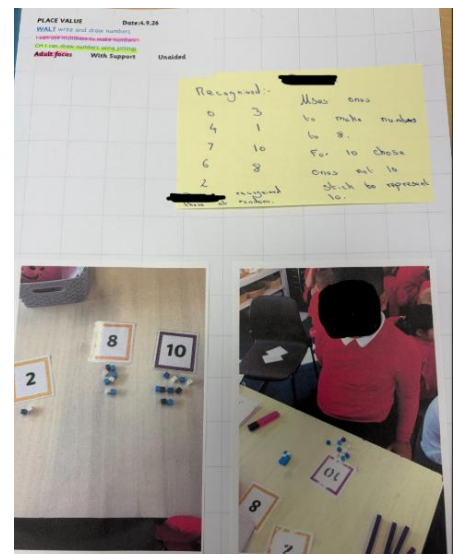
VF

- 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.

Independent learning/discovery time learning

I

- If children complete independent work in provision, **I** written in a circle should be placed at the top of the work, along with the date.
- If the work relates to the current theme of learning, it should be stuck into the book **in sequence**.
- If the work does not relate to the current theme of learning, it should be kept in an envelope at the back of the book. For example, a child may complete a piece of writing that is unrelated to the current writing sequence.
- Practical work completed during discovery time can also be photographed and recorded on Class Dojo portfolios. Children can be shown how to do this independently when ready.



Collection of pupil voice

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Children's voice should be recorded whenever possible, either:

- Directly in the book using quotation marks; or
- On a Post-it note attached to the relevant page.

Foundation subjects:

Pink and green highlighters should be used to indicate whether the WALT has been achieved during the lesson. In foundation subjects, marking should link directly to the skill being taught.

Early Years Foundation Stage

In the Early Years Foundation Stage, adults provide verbal feedback to children **in the moment**. This may occur during adult-led activities or child-initiated play.

Adults should:

- Provide positive feedback and praise children's effort.
- Offer constructive feedback sensitively using enquiry-based sentence stems such as:
 - "I wonder if...?"
 - "Maybe we could try...?"

When giving feedback on writing, adults should praise children's efforts, provide verbal feedback, model correct letter formation, and encourage children to make corrections where appropriate.

Teachers record children's "wow moments" in their learning portfolio on the **Class Dojo** online platform. Comments should be objective and positive, focusing on what the child has achieved. Next steps may also be recorded where they have been addressed in the moment with the child, and for parents to support with at home.

Parents are also able to share their child's achievements through Class Dojo portfolios. Teachers should accept these posts and respond, either with a 'like' or a short, positive comment, within one week of being posted.