

Ysgol Deiniol Marchwiel



To **S**upport, **M**otivate and **I**nspire all pupils to
Learn and **E**xcel

Marking & Feedback Policy

Approvals	
Approved by Governing Body on	Date: March 2026
Signed by Chair of Governors:	
Signed by Headteacher:	
To be reviewed as and when necessary	

Marking and Feedback Policy

Aims

This policy gives guidance to staff on the purpose, types and frequency of marking and feedback. All marking should have a clear purpose, for either the child or the teacher depending on the learning intention.

Purpose of marking

- To inform the staff of a child's progress and needs for future planning.
- To provide children feedback about their current work and what they can do to progress.
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes, and encourage them to accept help/guidance from others.

Types of marking

- Marking Codes are developmentally appropriate and are progressive as pupils go through school. These are displayed as a poster in each classroom.

Feedback – what a pupil has done well (against the success criteria)

Feedforward – what a pupil needs to do, to make progress (against the success criteria)

- 'GREEN for GOT IT' and 'PINK for PROGRESS' highlighting to be used on some written work (to begin with class teacher will model, possibly reinforce in plenary sessions on shared writing, to reinforce success criteria, this could be extended to self and partner assessment when embedded). Teachers should aim to find one clear example of where children have met the success criteria and highlight these in GREEN. Teachers will find an example where children can improve and highlight this in PINK. Children respond in PURPLE PEN.

Learning Objectives and Success Criteria

Learning objectives and success criteria are key to good Assessment for Learning and feedback processes.

A good objective...

- Specifically identifies what is expected to be achieved in the session or week (progress)
- Easy to break down into success criteria
- Brief and very clear to pupils and teachers
- Skill based (content may be referred to, but not instead of the skill)
- Part of a sequence of learning

Success Criteria Should be

- Easy to understand for all pupils
- Visible throughout the lesson
- Co-constructed where appropriate

Success criteria

The lesson objective (WALT) should be shared, investigated or discovered by the children near the beginning of the lesson or during the teacher input. After the learning has taken place, the teacher should co-construct the success criteria. The success criteria could be written clearly on the IWB, flip chart or individual whiteboards – it should be visible throughout the lesson. Please see Appendix 1 for good practice in generating success criteria.

Pit Stops

Whilst the children are working independently, the teacher should make time during the lesson to stop the children and revisit the success criteria using a pit- stop plenary. Regular Pit stops are encouraged for children to work on their 'must haves' (SpAG)

Ensuring differentiation and challenge

Teachers should give thought to success criteria to consider differentiation and challenge. It is good practice where possible to co-construct success criteria make children feel involved.

Marking and feedback

At the end of the lesson, before the children should be given the opportunity to finally reflect on their progress. This could be done individually, in pairs or as a whole class.

The child should be given a “fix it” which could include:

- Fixing a misunderstanding or misconception related to the success criteria

If the child has met or exceeded the success criteria, then a challenge can be given in the form of:

- Find it – find particular word classes or examples of success criteria in the work
- Up it – up-level words/ sentences/ lipogram work (vocabulary, connectives, openers, punctuation)
- Think it – a question to answer or further develop opinion or knowledge (use the class prompt sheets for this or a prompt sheet specific for a unit of work, see appendix 2 for examples)

Ensuring the children re-visit their work as early as possible is vital. The children should respond to their “fix it” or challenge in purple pen.

Books

Date and WALTs should be hand written when applicable. The teacher's professional judgment should be used to determine whether a child needs the Date/WALT stuck in for them.

Must Haves

Initially, because the children are not familiar with co-constructing the success criteria, they may suggest, neat handwriting, capital letters, finger spaces as a success criteria. Unless they specifically link to the learning, these could be displayed for all to see as "Must Haves". The list could be amended and added to each time a "Must Haves" is suggested.

Other Aspects

- All work will be dated and underlined.
- Pupils should be aware of expectations or success criteria and the work should be marked accordingly.
- WALT should be clearly identifiable with NAME used to assess pupils' learning.
- Children may, where appropriate, self-mark work. The teacher will always review this marking and comment where appropriate.
- Cymraeg praise comments should be used appropriately

Frequency of marking

- Marking should take place during the lesson, if possible, which allows for immediate feedback.
- Most work should be marked before the next session of that subject. However, even in the case of a long-term project it should be reviewed and time given to pupils even if the work may not be marked until the completion of the project.
- The level of marking should be appropriate for the task/subject, some activities and tasks such as creative tasks will benefit more from in lesson verbal feedback.

Marking and Feedback Grid For Younger Learners	
1:1	Heavily supported and pupil had 1:1 attention to complete the LI
S	Some support given to complete the LI
RS	Resources support/ number square/ alphabet/ words to copy
Marking and Feedback Grid For Older Learners	
√	acknowledgement of marking
.	correction

VF	verbal feedback given
I	Independent work
sp	spelling mistake
=	Check letter
<u> </u>	Check word
\\\\\\\\\\ (underlined)	Does this make sense?
	New paragraph
/\	Something's missing

Green highlighter = Got it!

This shows us what we've done well.



Pink highlighter

This shows what we need to improve.



Purple Pen = pupil's own
improvements.



N_{ot} met

A_{lmost} met

M_{et}

E_{xceeded}

+When assessing against the WALT

Appendix 1 – Strategies for Developing Success Criteria

1.WAGOLL

What A Good One Looks Like – show the children a good example of what's expected. Ask them to discuss in pairs, what makes this a good example.

2.Prove It / Do It Wrong

Ask the children if they can perform a task. To the answer “yes” – ask them to prove it by saying them what they would do...i.e. generating the success criteria. Another method is to demonstrate something being done making sure you do it wrong – the children then point out your errors and refine the success criteria.

3.Finished piece of work

A piece of work from a parallel class or previous year is projected, or photocopied, and is given out at the beginning of the session. The work is analysed and discussed by the pupils and the success criteria are generated.

4.Two Pieces of Finished Work

Here two pieces of work, of differing quality, are shown side by side. The analysis initially focuses on the features seen (the success criteria) in the two pieces then more in-depth analysis focuses on the quality and how the pieces fulfil the success criteria.

5.Poor Quality Success Criteria

In this technique the ready-prepared success criteria are incorrect or “sloppy” – giving rise to incorrect methods or work. This works particularly well in maths. Pupils then decide through discussion what changes needed to be made the success criteria.

6.Demonstration / Retrospective Creation

Strategies to use when reviewing success Criteria

For some key skills, a finished product shown at the beginning may not show all the processes involved. So to generate success criteria the teacher (or other adult) demonstrates whilst the pupils, in pairs, write the success criteria. Retrospective creation is to give the children a task to do but stop at frequent intervals to describe exactly what they have done – generating the success criteria after the event – this can be refined and then used again and again.

1. Showcasing work

Using a visualiser or an i-Pad, share work from the lesson. Allow the children to assess against the success criteria and celebrate successes or suggest improvements.

2. Prove it

Ask the children to prove that they have achieved some of the success criteria by ticking, underlining or highlighting words and sentences. Children could also annotate their work in the margin or write a short explanation sentence proving how they have met the success criteria.

3. Peer assessing

Using a checklist, the children swap work and peer-assess against the success criteria. Encourage the children to comment on their peer's work – 2 stars and a wish. It's important, however, to ensure that handwriting and spelling are not solely commented upon - unless it's a part of the success criteria of course! Encouraging the children to write two things they've done well an improvement, referring back the success criteria – essentially, what's been done and what's missing.

Appendix 2 Example Strategies for Feedforward in English and Literacy

Explaining choices

Where did you get your ideas from?

Why did you choose the underlined words?

Why did you choose the phrase (highlighted)?

Why did you make this change (highlighted) to your work?

What experience helped you with that choice of vocabulary (highlighted)?

What punctuation did you use that improved your writing?

Tell me why you used the following... (adjectives, verbs, alliteration, connectives, similes, metaphors, personification, other)?

Reviewing the strategies used

Record three tips about this genre: (Instructional writing).

Which was the easiest success criteria to achieve? Why?

Which was the hardest success criteria to achieve? Why?

If you were to write a (select genre, e.g. persuasive letter) again what would you use to help you?

Where have you used this genre/type of writing before?

Reviewing spelling

When you do not know how to spell a word, what different strategies can you use?

Which is the best?

Which do you tend to use?

Demonstrating understanding

Tell me everything you know about... (adjectives, verbs, alliteration, connectives, similes, metaphors, personification, other)?

Give me examples of... (adjectives, verbs, alliteration, connectives, similes, metaphors, personification, other).

Tell me exactly when you could use... (insert punctuation question mark, comma, capital letter etc.)?

Generalising learning

Where have you seen this genre/type of writing outside of school?

Where else could you use this genre/type of writing in school?

Where else could you, (or other people), use this genre/type of writing outside of school?

Compare these two genres (named from child's book). How are they similar and how are they different?

Words in italics can be changed dependent on the context.

Reflecting on learning

How could you check you answer for question...? (not just by repeating the calculation).

How much progress have you made today/this week/term/year?

What can you do now that you could not do before?

- ☐ Today
- ☐ This week
- ☐ This half-term
- ☐ This term
- ☐ This year?

Tweet in up to 140 characters, the key things you learnt today.

Write 'Three truths and a lie' about something in your English/Cymraeg today. (But don't say which is which!). Pupil should explore these together in plenaries.

Reviewing handwriting

Where is your handwriting best?

Why is it good in that place?

What do you need to do to improve it in other places?

Example Strategies for Feedforward in English and Literacy

Explaining learning

Explain how you find

- ☐ the total of.... $6+6$
- ☐ $\frac{1}{3}$ of 30
- ☐ the mean of14, 56 and 28

What strategy did you use?

- ☐ Add 2 numbers?
- ☐ Multiply by 10?
- ☐ Find the difference between 298 and 500?

Which method did you use for...

- ☐ finding the difference between 500 and 489?

Why did you use it? What other way could you have done it? Why did you not choose that way?

Which was the easiest question / calculation you did today? Why was it easy?

Which was the hardest calculation / question you did today? Why was it hard?

Show with Drawings or Writing what these words mean...

Symmetry, Square, right angle,

These are some new mathematical words that I know and their explanations.

Tell a story about:

- ☐ $6+4$
- ☐ $\frac{1}{3}$ rd of 30
- ☐ 20 cm changing to 14cm

(Make the story related to a recent, or current cross curricular context).

Give tips to a person who is learning how to...

- ☐ multiply by 10
- ☐ use co-ordinates
- ☐ estimating angles
- ☐ using a protractor to measure angles

What did you learn in maths today?

- ☐ what was easy?
- ☐ what was hard?
- ☐ what things helped you?

Demonstrating progress

A. Before a new topic: "Record everything you know about...."

- ☐ the number 5
- ☐ doubling
- ☐ shapes
- ☐ angles
- ☐ triangles
- ☐ area
- ☐ line graphs....

B. Repeat this afterwards with the prompt: "Now I know/can show..."

C. I have used this learning....

* "In another lesson when..."

** "In another part of school life when..."

*** "Outside school when..."

I Know/I can _____ and I can prove it by_____.

(After self-assessment) ...Prove it! Or Show me!

Prove that...

(Using a teacher generated question to check specific understanding of a concept e.g.
 $180+180 = 360$

6 times 5 = 30

Take this knowledge or skill further by completing the GO (Graphic organiser) see below.

- ☐ a third of thirty is 10
- ☐ 199 plus 199= 398
- ☐ there are twenty 5 pence coins in £1.00

How many different ways can you...?

- ☐ add 49 and 49
- ☐ multiply 19 times 5
- ☐ divide 30 by 10

Which was the: easiest / hardest / slowest / quickest?

Traffic light Green: say... "Good work so far... Now Prove it with a hard one." (PI)

Traffic light Amber: say... "Great reflection well done, now you are ready to make great progress...Show me which one(s) you were stuck with and say why you were stuck."

Traffic light Red: say... "Wow, you know about your learning amazingly... "Tell me what you have tried and exactly what you are not sure about."

Demonstrating Progress with Creative and Critical thinking

Creative thinking: Generating ideas

"How many different ways could we add 28 and 28?" What could Tom have done?

Critical thinking: Judging ideas

"Which is the.... easiest /hardest / best / quickest / most accurate approach?"

Developing understanding

Compile two questions like number...

For progression, move from:

- ☐ one-part calculations

- ☐ two -part calculations
- ☐ and to word problems (one part and two part).

Turn this sum/question into a word problem.

This approach will need to be modelled by you, then scaffolded.

(PS get pupils to find very unusual names of people and places and teach them that proper nouns in questions, including National Tests are to be ignored!)

If the answer is:

- ☐ 5
- ☐ 8 cm
- ☐ 20%
- ☐ 3.15 pm what is the question?

Variations of the above:

- ☐ One-part question... e.g. 24 cm divided in to 3 equal parts
- ☐ Two-part question... e.g. How much change from £1.00 if I spend 34p and 25p?
- ☐ Specify the number operations e.g. involving addition and sharing equally.
- ☐ It must be a real-life problem.

Devise a slightly easier question than number... What made it easier?

Devise a slightly harder question than number... What made it harder?

Explain why these are correct answers. Use numbers, words and drawing to help you.

- ☐ Five add three is eight
- ☐ 32 divided by 2 is 16
- ☐ When you double an odd number, it will always be even.
- ☐ A third of 12 is 4
- ☐ 15cm= 150mm
- ☐ If I know what one side of a square is, I can work out its perimeter and area.

Explain why these statements are wrong. Use numbers, words and drawing to help you.

- ☐ $6+4= 11$
- ☐ 28 divided by 3 is not 9
- ☐ When you double a whole number, it will never be even.
- ☐ a third of something is bigger than a half of the same thing.
- ☐ 149cm is more than 1 and a half metres.
- ☐ 7 times 9 is the same as 8 times 8.
- ☐ If I know what one side of a rectangle is, I can work out its perimeter and area.

Generalising learning/checking understanding

Devise a rule for...?

- ☐ multiplying by 10
- ☐ finding areas of rectangles
- ☐ using the number line
- ☐ doubling numbers

Where could you use what you have learnt today? (Needs to be nudged, perhaps from a list).

Give helpful tips about how to accurately....

- ☐ measure in cm
- ☐ find 2 fractional parts
- ☐ use a protractor
- ☐ Find the mean

Identifying misconceptions

What did you find easy today? Why?

What was hard today? Why?

Which question confused you? Why?

Use critical assessments to help diagnose issues e.g.

Subtract 284 from 356... the answer is:

- A. None of these x
- B. 640 x
- C. 132 x
- D. 72 correct!
- E. 172 x
- F. 62 x

How may have the pupils made these errors?

Pole bridging....

“Talk me through how you did that one....”

To be used by the teacher when you are unsure if the child is competent or not, so that you can identify any gap in the conceptual thinking and address it.

Extending learning

What is the hardest (insert maths context and operation) calculation you can make with the answer?

- ☐ 10
- ☐ £2.32,
- ☐ $\frac{1}{3}$
- ☐ 2.5 cm

Take it deeper by:

- ☐ One-part question... e.g. 24 cm divided in to 3 equal parts
- ☐ Two-part question... e.g. How much change from £1.00 if I spend 34p and 25p?
- ☐ Specify the number operations e.g. involving addition and sharing equally.
- ☐ It must be a real-life problem.

Convince me that.....

- ☐ $4+6= 10$
- ☐ Half of 21= 11.5

- ☐ 27 cannot be divided exactly by 2
- ☐ 14 is not a prime number
- ☐ 23 is a prime number
- ☐ 48 has more factors than 36

Use 'Thinking Tom's' (or devise your own)

Where did I go wrong?

- ☐ 6.1 times 10 = 6.10
- ☐ 500- 399 = 299
- ☐ 5.45 pm is 15.45 on a 24-hour clock
- ☐ the average of 8 16 and 0 is 12

If you know (insert calculation/concept), what else do you know?

Extension

And if you know that, what else do you know?

Try these How far can you go?

(One of a few progressive challenges on the Working Wall NOT 30 times in individual books!)

- ☐ Find a half of 42
- ☐ Find a half of 32
- ☐ Find half of 520
- ☐ What is a half of £3.30?
- ☐ Two books cost the same price. The bill is £15.98. How much do they cost?

Pole bridging....

"Talk your group/ partner/TA through how you did that one...."

To be used when you are certain that the child is competent so that they can benefit from 'each one teach one' and deepen their neural pathways.

Reflecting on learning

How much progress have you made?

What can you do now that you could not do before?

- ☐ Today
- ☐ This week
- ☐ This half-term
- ☐ This term
- ☐ This year?