



The Winterton Federation Marking and Feedback Policy



Name and title of Author/s:	Miss Helen Genney and Mrs Gemaine Cooney
Name of responsible Committee/individual:	English team
Implementation date:	Summer 2024
Review date:	Summer 2027
Targeted audience:	Staff
Related documents:	Assessment Policy
All federation policies referred to are available on the federation website: https://thewintertonfederation.co.uk If English is not your first language, and you require assistance/translation, please contact the Junior school office.	
Strategic alignment:	Objective 1.1 Achieve and maintain the best possible pupil outcomes

Contents

Policy Statement	2
Rationale	2
Aims	3
Marking	3
Verbal Feedback	4
Peer and Self-assessment	4

Appendices

Appendix 1 - type and frequency of feedback	5
---	---



The Winterton Federation Marking and Feedback Policy



At The Winterton Federation we endeavour to nurture unique individuals in a happy, safe, respectful and inclusive environment, where everyone is inspired to be the best they can be throughout their journey of life.

“Let us run with perseverance, the race that is set before us” (Hebrews 12:1)

We are all proud to be united in faith, vision and ambition.

Policy Statement

The Winterton Federation Marking and Feedback Policy has been created after extensive research and training on making marking more meaningful. Feedback is part of the Federation’s wider assessment process, which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good or better progress. OFSTED have clarified their position in 2016 on marking and feedback.

‘Ofsted does not expect to see a particular frequency or quantity of work in pupils’ books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils. Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning. While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers. If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.’

This policy aims to ensure that marking is meaningful, manageable and motivating, and that pupil progress is at the heart of every piece of feedback that is delivered, removing unnecessary barriers, like time constraints and workload, to outstanding classroom practice. This policy needs to be read in conjunction with the Assessment Policy.

Rationale

- To clarify and reduce the emphasis of written feedback, eliminating the need for teachers to spend time outside of lessons writing comments in books. This means focusing on giving feedback directly to pupils during the lesson and a chance to respond to feedback quickly;
- To integrate feedback into teaching and learning pedagogy and be immediate and impactful;
- To free up teacher time and improve staff morale; achieve a better work life balance while still ensuring teaching moves children on in their learning;
- To further facilitate a move away from unnecessary worksheets and encourage teachers to provide extended writing and research opportunities for pupils;



The Winterton Federation Marking and Feedback Policy



- To further improve feedback during teaching, empowering children to take ownership of their learning;
- To free up teacher time, in order to plan exciting and engaging lessons with improved learning experiences for all involved.

Aims

- Feedback will only be used to further children's learning;
- Policy is teacher-led and emphasises the trust teachers have to assess effectively;
- Enshrine different marking approaches for different subjects, based on an evidence-led approach;
- Monitoring is focussed on pupil output, outcomes and progress, rather than written marking;
- Majority of feedback to be delivered verbally, through in-class assessment, and written comments should only be used as a last resort, for those very few children who are otherwise unable to assess their own learning, even after guided modelling by adults;
- Feedback is received during the lesson, or in the next appropriate lesson;
- Feedback supports learning and knowledge retention, to ensure explicit steps are taken over time to revisit and refresh learning;
- Feedback empowers children to take responsibility for improving their own work.

Marking

Overall, marking needs to be considered as Meaningful, Manageable and Motivating.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.

Motivating: marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

All these points were carefully considered when devising this policy.

Research shows that too often, it is the marking itself which is being monitored and commented on by leaders, rather than pupil outcomes and progress, as a result of quality feedback. Too much value is currently placed on written feedback. In some cases, the perception exists that the amount of marking a teacher does equals their level of professionalism and effectiveness. These are false assumptions, that lead to teacher



The Winterton Federation Marking and Feedback Policy



workload issues. We need to challenge the ‘false comfort’ of deep marking. Each subject and phase will determine the feedback policy in their areas, responding to the different workload demands of each subject/phase, and drawing on teacher professionalism to create meaningful and manageable approaches.

Please see Appendix 1 for type and frequency of feedback relating to different subject and age phases.

Closed tasks or exercises can be marked using green or yellow highlighters. When appropriate, children should self-mark in class, or in a group session, which is shown using green pen. Errors in work will be indicated to the children; time will be given to amend the work, in response to feedback. When extending themselves, pupils will use a purple pen. Adult comments in books should be in red pen, and minimal, referring to Appendix 1, remembering that any feedback is to further children’s learning. If a written comment does not achieve this aim, then it is not appropriate to do so.

Verbal Feedback

Feedback is accepted as important to development, but this can almost always be achieved without extensive written dialogue or comments. Pupils will have regular verbal feedback during lessons, and support in order to progress throughout their learning. Verbal feedback takes precedence over extensive teacher comments. Effective feedback needs to be specific, accurate and clear (e.g. It was good because you... rather than just saying correct or well done). Verbal feedback will be assessed as part of classroom observation, and form a large part of the feedback process within the classroom. Verbal feedback does not need to be noted, as OFSTED does not expect to see any written record of oral feedback provided to pupils by teachers. School leaders will see the impact of verbal feedback through pupil output.

Peer and self-assessment

Research suggests that effective feedback can come from peers as well as adults. Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard. Self-assessment helps to increase pupils’ confidence too, as they quickly see that they are getting questions right and move on to a greater level of challenge, or they have a chance to address difficulties immediately and make progress in every lesson. This introduces an ethos of addressing mistakes quickly, and ensuring children don’t waste entire lessons misunderstanding a topic.

Children are given the opportunity to regularly assess their own, and their peers work, and empower them to take responsibility for their own learning. Self and peer assessment takes precedence over extensive teacher comments.



Type and frequency of feedback in Maths	
KS1	KS2
<ul style="list-style-type: none"> • The learning objective (LO) shared with the class and stuck in everyday, at the beginning alongside the date. • Work is indicated to be correct or incorrect, using a green or yellow highlighter respectively. • Verbal feedback is given throughout the lesson, in order to address misconceptions, or further progress understanding; this is considered to be the most important type of feedback for children to receive, but does not need to be noted down in the book. • Children should self-assess their work, if appropriate, and can also assess themselves against the LO, and how they feel they have achieved: this is done with a green pen. • At the end of the lesson, pupil learning is assessed against the LO by the teacher/TA. The LO is highlighted in green if they have achieved it, it is highlighted green with an S next to the LO if they have achieved it, but only through support, or it is highlighted yellow if the pupil has not yet achieved the objective. • Written feedback should be kept to a minimum, and used sparingly, it can be used to draw attention to a specific calculation, misconception, or to direct the pupil to an adult for more verbal support. 	<ul style="list-style-type: none"> • The learning objective (LO) shared with the class and stuck in everyday, at the end of the piece of work. • Work is indicated to be correct or incorrect, using a green or yellow highlighter respectively. • Verbal feedback is given throughout the lesson, in order to address misconceptions, or further progress understanding; this is considered to be the most important type of feedback for children to receive, but does not need to be noted down in the book. • Children should self-assess their work, if appropriate, and can also assess themselves against the LO, and how they feel they have achieved: this is done with a green pen. • At the end of the lesson, pupil learning is assessed against the LO by the teacher/TA. The LO is highlighted in green if they have achieved it, it is highlighted green with an S next to the LO if they have achieved it, but only through support, or it is highlighted yellow if the pupil has not yet achieved the objective. • Pupils are provided with a challenge to complete in their book, alongside the LO, that they are then to complete the next lesson.



The Winterton Federation
Marking and Feedback Policy



	<ul style="list-style-type: none"> • At the next lesson, the teacher will review the challenge, and pupils can self-assess their answer, or correct it using green pen: this must be checked as being correct by the teacher/TA. • Written feedback should be kept to a minimum, and used sparingly, it can be used to draw attention to a specific calculation, misconception, or to direct the pupil to an adult for more verbal support.
--	---

Type and frequency of feedback in English	
KS1	KS2
<p>Writing</p> <ul style="list-style-type: none"> • Marking ladders should be used to identify key targets and focus for the lesson. These should be marked off when evident in the writing. • Green highlighters to be used by the adult to identify targets achieved against the success criteria/marking ladder. Yellow highlighters should indicate errors/missed punctuation. • When deemed appropriate, a next step symbol in the marking ladder will indicate what the child should try to do next (this should be responded to using green biro), unless they have extensive corrections to respond to, and this would be the focus of the feedback. • Children will use green biro to indicate edit/improvements made in response to adult verbal feedback or in some limited cases, written feedback. 	<p>Writing</p> <ul style="list-style-type: none"> • Marking ladders should be used to identify key targets and focus for the lesson. These should be marked off when evident in the writing by both the teacher and child, when appropriate. • Green highlighters to be used by the adult to identify targets achieved against the success criteria/marking ladder. Yellow highlighters should indicate errors/missed punctuation. • Orange highlighters may be used to indicate a section/sentence needs to be re-written or edited and improved. Feedback about this will be given verbally. • A next step symbol in the marking ladder will indicate what the child should try to do next (this should be responded to using green biro).



The Winterton Federation Marking and Feedback Policy



- Errors in key spellings (relevant to the individual) should be identified by the adult (sp written in red) and written on the feedback page for the child to practise.
- Self-assessment columns may be added to the marking ladders when the teacher deems a child is ready for self-assessment.
- Red pen will be used for minimal written teacher comments, when necessary, as well as identifying errors in tense (indicated by T, // for missed paragraph and spelling errors indicated by sp).
- Where a child has required continual adult support, the adult will indicate this by writing their initials at the top of the feedback page.

- Children will use green biro, and should be used to indicate edit/improvements made in response to adult verbal feedback, responses to next steps or in some limited cases, written feedback.
- Errors in key spellings (relevant to the individual) should be identified by the adult and written on the feedback page for the child to practise.
- Peer-assessment columns may be added to the marking ladders when the teacher deems the children are ready.
- Red pen will be used for minimal written teacher comments, when necessary, as well as identifying errors (tense indicated by T, // for missed paragraph and spelling errors indicated by sp). In exceptional circumstances, the teacher may need to model/scaffold a next step and would do so using red pen.
- Where a child has required continual adult support, the adult will indicate this by writing their initials at the top of the feedback page.



The Winterton Federation Marking and Feedback Policy



Reading & GPS

- Green highlighter will be used to indicate successes or correct responses; yellow highlighters will indicate errors (either in response or punctuation/grammar). Alternatively, work may be self-assessed following verbal feedback, using green biro.
- Green biro should be utilised by the child to indicate edit/improvements made, as a result of verbal feedback.
- Purple pens will be used by the children to indicate responses to questions beyond selection, recall and retrieval.
- Teachers will continue to use red pens to indicate spelling errors if noticed during class time. (relevant to an individual's ability).
- If a child requires significant adult support to complete a task, the adult's initials will be written on the feedback page.

Reading & GPS

- Green highlighter will be used to indicate successes or correct responses; yellow highlighters will indicate errors (either in response or punctuation/grammar). Alternatively, work may be self-assessed following verbal feedback, using green biro.
- Green biro should be utilised to indicate edit/improvements made, as a result of verbal feedback.
- Purple pens will be used by the children to indicate responses to questions beyond selection, recall and retrieval.
- Teachers will continue to use red pens to indicate spelling errors if noticed during class time. (relevant to an individual's ability).
- If a child requires significant adult support to complete a task, their initials will be written on the feedback page.



Type and frequency of feedback in Humanities

KS1	KS2
<ul style="list-style-type: none"> • Learning objective is shared with the class. • Prior learning is re-capped at the start of every lesson referring to previous lesson; learning in previous year; learning in previous key stage. It may be in the form of a class discussion, or by adding to the KWL grids. • Knowledge mats are shared with children at the beginning of each new unit of work and are referred to every lesson so pupils are able to self -assess their own learning. • When beginning a new unit of learning children complete What I know; What I think I know and What I want to know grid as a class discussion using a working wall. This can be added to throughout the topic as appropriate. • Use of green and yellow pen to indicate, where appropriate, work is correct e.g cloze tasks; annotation of a map or image. • Verbal feedback given throughout the lesson, in order to address misconceptions, or further progress understanding; this is considered to be the most important type of feedback for children to receive, but does not need to be noted down in the book. • Self-assessment of cloze tasks; annotation of images should be completed by children if appropriate and using green pen; children to self-assess against the lesson’s learning objective if appropriate. 	<ul style="list-style-type: none"> • Learning objective is shared with the class. • Prior learning is re-capped at the start of every lesson referring to previous lesson; learning in previous year; learning in previous key stage. It may be in the form of a class discussion, or by adding to the KWL grids. • Knowledge mats are shared with children at the beginning of each new unit of work and are referred to every lesson so pupils are able to self -assess their own learning. • When beginning a new unit of learning children complete What I know; What I think I know and What I want to know grid as a class discussion using a working wall. This can be added to throughout the topic as appropriate. • Use of green and yellow pen to indicate, where appropriate, work is correct e.g cloze tasks; annotation of a map or image. • Verbal feedback given throughout the lesson, in order to address misconceptions, or further progress understanding; this is considered to be the most important type of feedback for children to receive, but does not need to be noted down in the book. • Self-assessment of cloze tasks; annotation of images should be completed by children if appropriate and using green pen; children to self-assess against the lesson’s learning objective.



The Winterton Federation Marking and Feedback Policy



- Written feedback should be minimal and used sparingly; it can be used to draw attention to an error or mis-conception.
- End of unit assessment where pupils will complete a two-page spread of their learning e.g. the Gunpowder Plot might look like this:

Add few more dates to a timeline which is incomplete
Annotate an image of Guy Fawkes
Identify key points about images given
Plus anything else which has been learnt

Children present this as they wish using images, diagrams and text.

Marking ladder is used to assess children's two-page spread. The marking ladder will consist of all the learning objectives for the unit. Green and yellow highlighters will be used to mark the learning objectives met and not met. Self and peer assessment can be used too.

- Written feedback should be minimal and used sparingly; it can be used to draw attention to an error or mis-conception.
- End of unit assessment where pupils will complete a two-page spread of their learning e.g. the Impact of Romans in Britain might look like this:

5 things you didn't know but do now.
Image of Roman Soldier to annotate
3 things that the Romans did for Britain
What the Romans did for the World
Plus anything else which has been learnt.

Children present this as they wish using images, diagrams and text.

Marking ladder is used to assess children's two-page spread. The marking ladder will consist of all the learning objectives for the unit. Green and yellow highlighters will be used to mark the learning objectives met and not met. Self and peer assessment can be used too.



Type and frequency of feedback in Science	
KS1	KS2
<ul style="list-style-type: none"> • Learning objective is shared with the class. • When beginning a new unit of learning children complete What I know; What I think I know and What I want to know grid. This could be completed as a class / group depending on ability. • Prior learning is recapped at the start of every lesson referring to previous lesson; learning in previous year. This should be done verbally through partner talk and discussion or an Explorify task e.g. odd one out. • Knowledge mats are shared with children at the beginning of each new unit of work and are referred to every lesson so pupils are able to self-assess their own learning and add new learning. • Use of green and yellow highlighter to indicate, where appropriate, work is correct e.g. cloze tasks; labelled diagram, correct use of scientific vocabulary. • Verbal feedback is given throughout the lesson, in order to address misconceptions, or further progress understanding; this is considered to be the most important type of feedback for children to receive, but does not need to be noted down in the book. • Written feedback should be minimal and used sparingly; it can be used to draw attention to an error or misconception. 	<ul style="list-style-type: none"> • Learning objective is shared with the class • When beginning a new unit of learning children complete What I know; What I think I know and What I want to know grid. • Prior learning is recapped at the start of every lesson referring to previous lesson; learning in previous year; learning in previous key stage in the form of a challenge or question. This could be completed verbally through partner talk and discussion or through a brief written task. • Knowledge mats are shared with children at the beginning of each new unit of work and are referred to every lesson so pupils are able to self-assess their own learning and add new learning. • Use of green and yellow highlighter to indicate, where appropriate, work is correct e.g. cloze tasks; labelled diagram, correct use of appropriate scientific vocabulary. • Verbal feedback given throughout the lesson, in order to address misconceptions, or further progress understanding; this is considered to be the most important type of feedback for children to receive, but does not need to be noted down in the book. • Written feedback should be minimal and used sparingly; it can be used to draw attention to an error or misconception.



**The Winterton Federation
Marking and Feedback Policy**



<ul style="list-style-type: none"> • Self-assessment of cloze tasks by children if appropriate and using green pen. Self-assess against the lessons LO if appropriate. • End of unit assessment where pupils will complete a two-page spread of their learning e.g. Plants: How to grow a healthy plant. Could include diagrams with labels and captions; text boxes with facts; scientific language relevant to topic. <p>This could include some scaffolding to support children in their work.</p>	<ul style="list-style-type: none"> • Self-assessment of cloze tasks; annotation of images should be completed by children and using green pen; children to self-assess against the lesson’s learning objective. • End of unit assessment where pupils will complete a two-page spread of their learning e.g. Rocks: Are all rocks the same? <p>Children present this as they wish using images, diagrams and text. Emphasis on use of age appropriate scientific vocabulary.</p>
---	--

Type and frequency of feedback in R.E.	
KS1	KS2
<ul style="list-style-type: none"> • Learning objective is shared with the class. • Prior learning is re-capped at the start of every lesson referring to previous lesson; learning in previous year; learning in previous key stage. • Verbal feedback given throughout the lesson, in order to address misconceptions, or further progress understanding; this is considered to be the most important type of feedback for children to receive, but does not need to be noted down in the book. • Green highlighters to be used by the adult to identify targets achieved against the success criteria/marking ladder. • End of unit assessment where pupils will complete a two-page spread of their learning. 	<ul style="list-style-type: none"> • Learning objective is shared with the class. • Prior learning is re-capped at the start of every lesson referring to previous lesson; learning in previous year; learning in previous key stage. • Verbal feedback given throughout the lesson, in order to address misconceptions, or further progress understanding; this is considered to be the most important type of feedback for children to receive, but does not need to be noted down in the book. • Green highlighters to be used by the adult to identify targets achieved against the success criteria/marking ladder. • End of unit assessment where pupils will complete a two-page spread of their learning.



**The Winterton Federation
Marking and Feedback Policy**



<ul style="list-style-type: none"> • Use of video to evidence pupils’ Religious literacy at end of unit. 	<ul style="list-style-type: none"> • Use of video to evidence pupils’ Religious literacy at end of unit.
---	---

Type and frequency of feedback in P.E. & Music	
KS1	KS2
<ul style="list-style-type: none"> • Learning objective is shared with the class. • Prior learning is re-capped at the start of every lesson referring to previous lesson; learning in previous year; learning in previous key stage - could be through use of modelled examples. • Verbal feedback given throughout the lesson, in order to address misconceptions, or further progress understanding; this is considered to be the most important type of feedback for children to receive, but does not need to be noted down in the book. • Peer Assessment/reflection on learning through a performance piece against clear targets. • Set next targets from Performance piece. • Performance pieces can be recorded by video and used for pupils to identify next steps in learning. 	<ul style="list-style-type: none"> • Learning objective is shared with the class. • Prior learning is re-capped at the start of every lesson referring to previous lesson; learning in previous year; learning in previous key stage – could be through use of modelled examples. • Verbal feedback given throughout the lesson, in order to address misconceptions, or further progress understanding; this is considered to be the most important type of feedback for children to receive, but does not need to be noted down in the book. • Peer Assessment/reflection on learning through a performance piece against clear targets. • Set next targets from Performance piece. • Performance pieces can be recorded by video and used for pupils to identify next steps in learning.



The Winterton Federation
Marking and Feedback Policy



Type and frequency of feedback in Computing	
KS1	KS2
<ul style="list-style-type: none"> • Learning objective is shared with the class. • Prior learning is recapped at the start of every lesson, referring to previous lessons and lesson objectives, from previous units and years. • Children to check notifications once logged in - these notifications should be marking and feedback for completed/saved work from the previous session. This is to help to motivate children and use any feedback to help with the current session's activity. • Marking and feedback once work has been completed/saved should be in the form of an emoji and/or short comment. The use of rewards/trophies may also be used by teacher discretion, during and after the lesson. • Main feedback throughout the lesson is verbal, appropriate and constructive for the individual. This is to address misconceptions, or further progress understanding, as well as giving children the opportunity to self-assess. • Bring learning together at the end of each session in the form of a plenary or peer assessment. This could be looking at examples of children's work to celebrate and peer assess, as a group or whole class. Children can vote for a reward for a peer, if appropriate. 	<ul style="list-style-type: none"> • Learning objective is shared with the class. • Prior learning is recapped at the start of every lesson, referring to previous lessons and lesson objectives, from previous units and years. • Children to check notifications once logged in - these notifications should be marking and feedback for completed/saved work from the previous session. This is to help to motivate children and use any feedback to help with the current session's activity. • Marking and feedback once work has been completed/saved should be in the form of an emoji and/or short comment. The use of rewards/trophies may also be used by teacher discretion, during and after the lesson. • Main feedback throughout the lesson is verbal, appropriate and constructive for the individual. This is to address misconceptions, or further progress understanding, as well as giving children the opportunity to self-assess. • Bring learning together at the end of each session in the form of a plenary or peer assessment. This could be looking at examples of children's work to celebrate and peer assess, as a group or whole class. Children can vote for a reward for a peer, if appropriate.



Type and frequency of feedback in PHSE	
EYFS	KS1/KS2
<ul style="list-style-type: none"> • Verbal feedback is embedded throughout the day between staff and children. Use of non-verbal prompts are used for children who struggle to talk. • Self-assessment /self-regulation of children’s own feelings are demonstrated by the use of prompts such as choosing colours from colour monster, worry dolls. • Speech bubbles (where the children talk to Nursery staff to demonstrate their understanding) are scribed for the children. • The use of ‘Tapestry’ is used to assess children’s development in certain areas of PHSE. 	<ul style="list-style-type: none"> • Learning objective (where appropriate when it is a focused lesson such as Anti- Bullying week) is shared with the class. • Prior learning is re-capped at the start of every session referring to previous session or learning in previous year, e.g. What is self-efficacy? • Use of green and yellow highlighter to indicate work is correct (where appropriate, such as when completing a 2-page spread) or following the marking policy of another subject that the PHSE focus is delivered through e.g. Science. • Verbal feedback given throughout the lesson to gauge children’s understanding/feelings and emotions particularly through circle time. • Self-assessment and peer assessment through circle time by children discussing issues and devising their own solutions. • End of PHSE focused week such as Anti-bullying where pupils will complete a two-page spread of their learning. <p>Children present this as they wish using images, diagrams and text.</p>



Type and frequency of feedback in Engineering	
KS1	KS2
<ul style="list-style-type: none">• Share the outcomes for the unit and the project title.• Create a design brief with children (adult led) what will make our project successful.• Verbal feedback throughout to assess misconceptions or further progress their understanding.• Questioning designs and concepts, pupils to edit and improve work where appropriate.• Project on a page used throughout and use the space to evaluate their design indicate with J K L if they have successfully met the criteria. Where appropriate some pupils may summarise what they like and what they will change.• Children to peer-assess against the design brief and feedback verbally to each other.• Project on a page to be marked with S (support) if they required a lot of support throughout or can be indicated on certain headings if S needed in one or two areas.	<ul style="list-style-type: none">• Share the outcomes for the unit and the project title.• Create a design brief with children (adult led) what will make our project successful.• Verbal feedback throughout to assess misconceptions or further progress their understanding.• Questioning designs and concepts, pupils to edit and improve work where appropriate.• Project on a page used throughout and space to evaluate their design completed at the end of every project.• Children to peer-assess against the design brief and feedback verbally to each other.• Project on a page to be marked with S (support) if they required a lot of support throughout or can be indicated on certain headings if S needed in one or two areas.



Type and frequency of feedback in MFL (KS2)	
KS1	KS2
Not applicable.	<ul style="list-style-type: none">• Learning objective is shared with the class.• Prior learning is re-capped at the start of every lesson referring to previous lesson such as quick fire questions or a mini quiz.• Where appropriate the use of green and yellow highlighter after any written tasks (such as the two page spread) to indicate work is correct.• Verbal feedback given throughout the lesson, in order to address misconceptions, or further progress understanding; this is considered to be the most important type of feedback for children to receive, but does not need to be noted down in the book.• Peer assessment through two way conversations in French.• Self-assessment of cloze tasks should be completed by children if appropriate and using green pen; children to self-assess against the lesson's learning objective.• End of unit assessment where pupils will complete a two-page spread of their learning e.g. Greetings in French.



Type and frequency of feedback in Art	
KS1	KS2
<ul style="list-style-type: none"> • Learning objective is shared with the class. • Prior learning is re-capped at the start of every lesson referring to previous lesson; learning in previous year; learning in previous key stage. • Challenge or sticky knowledge question is used at the start of a lesson where appropriate, answer written in orange pen at top of the page (only if appropriate). • When beginning a new unit of learning children can experiment where appropriate e.g. if the children are going to be using watercolours give them 5/10 minutes at the start of the lesson to experiment in their sketchbooks with these. • Verbal feedback given throughout the lesson, in order to address misconceptions, or further progress understanding; this is considered to be the most important type of feedback for children to receive, but does not need to be noted down in the book. • Self/Peer assessment of cloze tasks; e.g. annotation of images, should be completed by children if appropriate and using green pen; children to self-assess against the lesson’s learning objective when appropriate. 	<ul style="list-style-type: none"> • Learning objective is shared with the class. • Prior learning is re-capped at the start of every lesson referring to previous lesson; learning in previous year; learning in previous key stage. • Challenge or sticky knowledge question is used at the start of a lesson where appropriate, answer written in orange pen at top of the page (only if appropriate). • When beginning a new unit of learning children can experiment where appropriate e.g. if the children are going to be using watercolours give them 5/10 minutes at the start of the lesson to experiment in their sketchbooks with these. • Verbal feedback given throughout the lesson, in order to address misconceptions, or further progress understanding; this is considered to be the most important type of feedback for children to receive, but does not need to be noted down in the book. • Self/Peer assessment of cloze tasks; e.g. annotation of images, should be completed by children if appropriate and using green pen; children to self-assess against the lesson’s learning objective when appropriate.



The Winterton Federation Marking and Feedback Policy



- There should be no adult marking in the child's sketchbook (unless transcribing for a child), where comments are needed, please do these on a post-it note and stick on the page.
- End of unit evaluation where pupils will evaluate their final piece of pieces answering questions appropriate to their ability e.g. what went well? what changes did you make? what difficulties did you face and how did you overcome these? Links to the artist, significance of certain colours etc.

- There should be no adult marking in the child's sketchbook (unless transcribing for a child), where comments are needed, please do these on a post-it note and stick on the page.
- End of unit evaluation where pupils will evaluate their final piece of pieces answering questions appropriate to their ability e.g. what went well? what changes did you make? what difficulties did you face and how did you overcome these? Links to the artist, significance of certain colours etc.