

**WEXHAM COURT PRIMARY SCHOOL**  
**MARKING AND FEEDBACK GUIDANCE**

**2025-2026**



## Feedback guidance

*Feedback should cause thinking and provide guidance on how to improve.*

### Feedback should:

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- be seen as a process guided by the learning goals towards which teachers and children work;
- actively involve children in the process;
- be considered as an instructional scaffold that goes beyond written or oral comments;
- be specifically intended to improve learning outcomes;
- ensure its usefulness by making it accessible and practical;
- consider different sources of information;
- demonstrate, over time, alignment with a learning trajectory.

### Content of feedback

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Feedback could focus on:

- the **task** that a pupil has undertaken;
- the underlying **processes** related to that task; or
- a pupil's **self-regulation** during the task.

### Target of feedback

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Feedback can be directed towards different groups of **children**:

- to the whole class;
- to specific groups; or
- to individual children.

### Type of feedback

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Feedback may be delivered via different **methods**:

- oral – this could be a detailed conversation or a quick comment; or
- written – this may be written comments, written marks, scores or a combination.

### Ensuring feedback is effective:

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Teachers spending time on giving feedback is only worthwhile if the child:

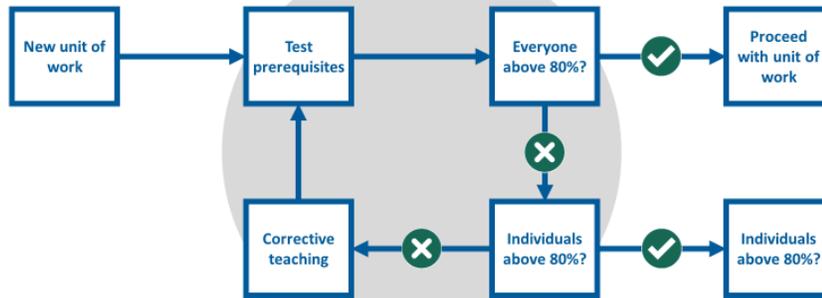
- is given the opportunity to receive it;
- understands what is expected of them; and
- acts on it.

*Further information on feedback can be accessed through the following link:*

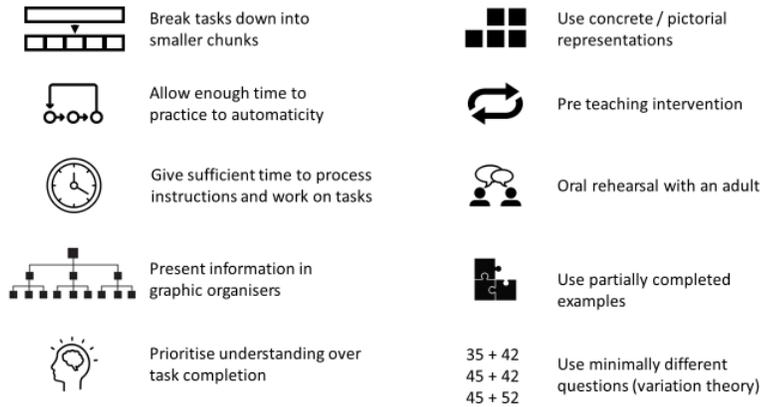
*EEF: [Teacher feedback to improve pupil learning](#)*

## Planning prompts

### Prerequisites



### Scaffolding



## Teaching Strategy

### Our approach

All children can master age appropriate content given:

- Sufficient time
- The right provision
- Effort on their part

**We teach to the top and scaffold work for children that need it.**

Children that grasp concepts quickly are given opportunities to deepen their understanding before acceleration through the curriculum.

Fluency in the basics is a necessary precursor to higher order thinking and these are practised to automaticity.

### Layered support

Modelling and worked examples

Concrete resources

Scaffolds and prompts

Teacher guided



### Subject knowledge



Get to know the subject content well including what it builds on and what comes later in the term / year / key stage



Get to know the **substantive knowledge** – the established facts to be taught



Get to know the **disciplinary knowledge** – how we think about the subject content



Get to know the pedagogical knowledge of how best to teach the content



Get to know the ways children think about content



Get to know the common misconceptions and how to prevent / address them



### Instructional quality



Review prior learning to interrupt forgetting



Model, explain and use worked examples



Ask good questions and get children *learning to and through talk*



Provide adequate time for guided and independent practice



Scaffold tasks so that all can access the content including images and manipulatives



Assess and feedback / adapt instruction



### Classroom culture and climate



Ensure quality of interactions between adults and children



Keep high expectations of effort, quality of work and behaviour



Use lesson time efficiently



Set and practise routines so that everyone follows them



Ensure the classroom is purposeful and eases cognitive load.

### Further reading

[Principles of instruction](#) - Rosenshine  
[What makes great teaching?](#) Sutton Trust  
[6 strategies for effective learning](#) – the learning scientists

## ACTIVE INGREDIENTS OF THE BEHAVIOUR STRATEGY

- 1) Model expected behaviour
- 2) Teach pupils how to be ready, respectful and safe
- 3) Calm and consistent adult behaviour
- 4) Listen with care
- 5) Strong relationships with pupils
- 6) Praise effort and success
- 7) Recognise bias and stereotypes
- 8) Keep parents appropriately informed

Tier 1: Strong Classroom Environment	Actions
<ul style="list-style-type: none"> <li>• Relationships are strong               <ul style="list-style-type: none"> <li>○ Adults are emotionally predictable and regulated</li> <li>○ Pupils and adults know each other well</li> <li>○ Adults notice changes in behaviour</li> <li>○ Adults speak to parents</li> <li>○ Adults are good listeners*</li> <li>○ Pupils do not interrupt or talk over the teacher</li> <li>○ Both adults and pupils treat each other respectfully</li> <li>○ Teacher instruction is used effectively such as <i>“Romans invaded many countries, Jack you might be able to think of one”</i> or naturally pointing out positive behaviours and not names.</li> </ul> </li> <li>• Routines are run relentlessly               <ul style="list-style-type: none"> <li>○ Lining up is quick and quiet</li> <li>○ Reading records and homework is expected and chased</li> <li>○ Uniform checked</li> <li>○ Pupils tidy up and look after the classroom</li> <li>○ Distractions are dealt with promptly and discreetly.</li> </ul> </li> <li>• Work is suitably challenging               <ul style="list-style-type: none"> <li>○ Work is challenging and where needed, scaffolded</li> <li>○ Pupils speak in full sentences because their teachers model this back</li> <li>○ Pupils ask questions to each other to build upon learning.</li> </ul> </li> <li>• Success is modelled and secured               <ul style="list-style-type: none"> <li>○ Adults model behaviour</li> <li>○ Expected behaviour is shared</li> <li>○ Distractions are dealt with promptly and discreetly</li> <li>○ How to get help is obvious and shared.</li> </ul> </li> </ul>	<p style="text-align: center;">Secure success</p> <p style="text-align: center;">Good relationships</p> <p style="text-align: center;">Clear classroom expectations and routines</p> <p style="text-align: center;">High expectations</p> <p style="text-align: center;">Signals, gestures, and pauses</p> <p style="text-align: center;">Precise praise</p> <p style="text-align: center;">House points</p> <p style="text-align: center;">Notes to parents</p> <p style="text-align: center;">Share practice</p>

\*Good listening requires us to maintain eye contact and project the right body language.

Tier 2: Persistent Low-Level Behaviour	Actions
<ul style="list-style-type: none"> <li>• Not listening to the speaker</li> <li>• Interrupting others</li> <li>• Distracting others from working</li> <li>• Slow to line up</li> <li>• Sloppy attitude towards school rules</li> <li>• Dropping / walking past litter</li> <li>• Not returning home learning, reading book/record</li> <li>• Wearing incorrect uniform</li> <li>• Showing limited effort in lessons</li> </ul>	<p>Model expectation Be relentless Keep a running record Speak to parents Use behaviour log Speak to head of year</p> <p>If any hurtful things said, then fill in a reflection form.</p>

Tier 3: Serious Behaviour	Actions
<ul style="list-style-type: none"> <li>• Insulting others</li> <li>• Bullying (including online)</li> <li>• Defiance</li> <li>• Swearing at pupils</li> <li>• Swearing at adults</li> <li>• Violence to pupils</li> <li>• Violence to staff</li> <li>• Damaging school property</li> <li>• Smoking on site</li> <li>• Vaping</li> <li>• Carrying any weapons</li> <li>• Child on child abuse</li> </ul>	<p>Fill in a reflection form and follow restorative process. Upload to CPOMs.</p> <p>May be subject to a report card, interventions, pastoral support, suspension or exclusion. Speak to SLT/SENDCo.</p>



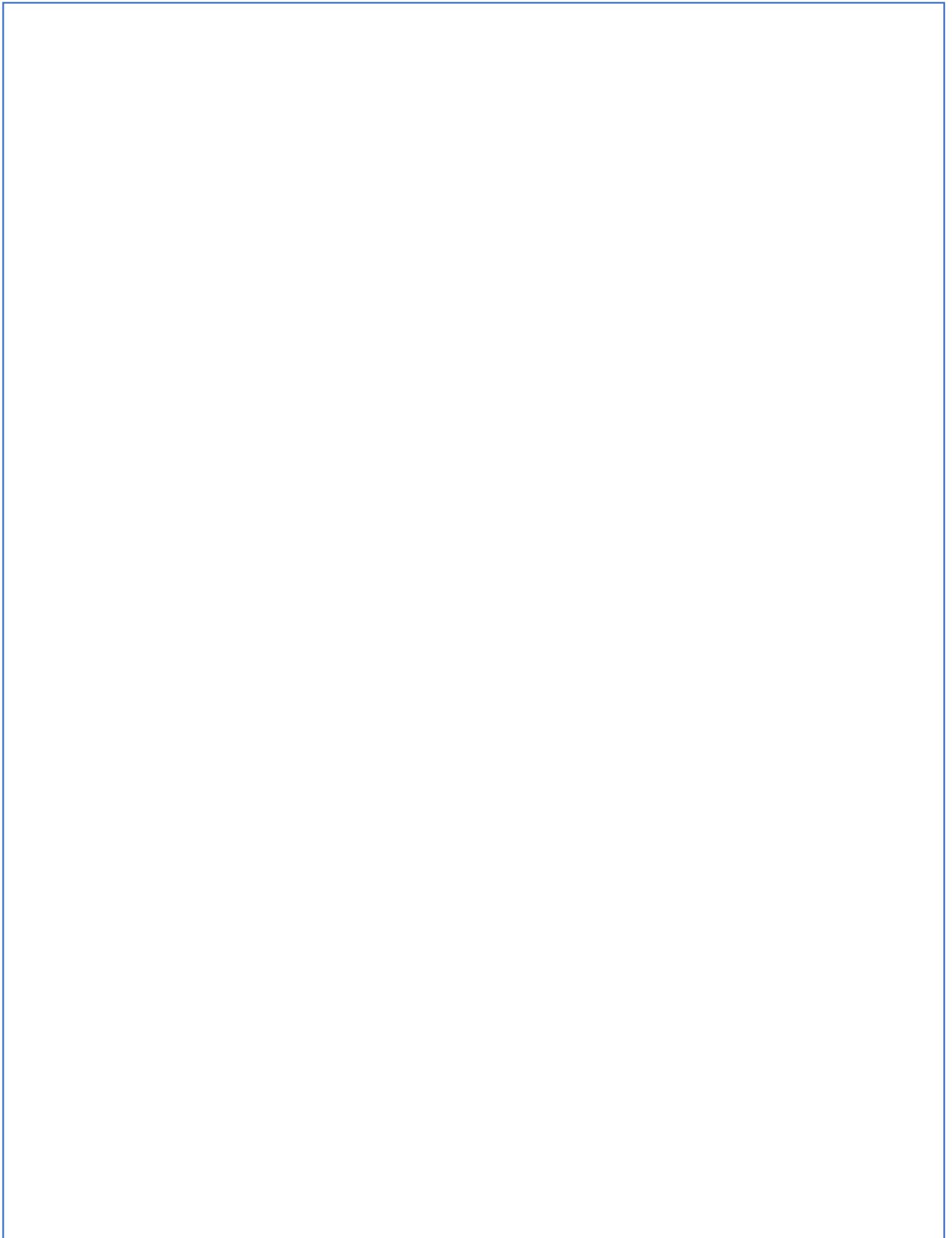
**READY**



**RESPECTFUL**



**SAFE**



**Learning reflections**

Date		Intended learning	T4W	Maths	Read	Sci	Hum	PS/RE	A/Dt	Mus	Span	PE	IT	Sp
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**Misconceptions**

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**Work to show as model or live marking**

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**Actions**

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