

Marking and Feedback



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Providing feedback is one of the most effective (and cost-effective) ways of improving pupils' learning. The purpose of marking at Whale Hill is to provide constructive feedback to every child, focussing on success and improvement against learning objectives. **It should be meaningful, manageable and motivating.** Marking helps children to become reflective learners, inspires them to perform and builds confidence by celebrating achievement. **Its main purpose is to advance pupil progress and outcomes.** Feedback is given in three ways:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Evidence
Immediate	- Teacher gathering evidence from mini-whiteboards, book work etc... - Takes place in lessons with individuals/ small groups. - Often given verbally to pupils for immediate action. - May involve use of a teaching assistant to provide support or further challenge. - May redirect the focus of teaching/task. - May include annotations relating to the marking code.	- Lesson observations/ learning walks. - Some evidence of annotations or use of marking codes. - Book scrutiny: improvements evident in books through editing/ improving/further working.
Summary	- Takes place at the end of a lesson/activity. - Often involves whole groups or classes. - Provides an opportunity for evaluation of learning. - May take the form of self/peer assessment against success criteria. - May guide a teacher's further use of review feedback, focusing on areas of need.	- Lesson observations/ learning walks. - Evidence of peer/self-assessment. - Book scrutiny: improvements evident in books through editing/ improving/further working.
Review	- Takes place away from the point of teaching. - May involve written comments/annotations for pupils to read/respond to. - Provides teachers with opportunities for assessment of understanding. - Informs future planning and adaptation of groupings/tasks. - May lead to targets being set for pupils' attention/immediate action.	- Fluid groupings/ interventions. - Book scrutiny: improvements evident in books through editing/ improving/further working. - Adaptation of teaching sequences.

Teachers and year groups follow guidelines in the feedback policy. However, they must also consider what is appropriate to the age and needs of the children in their class: marking should be consistent and progressive between year groups.

* Feedback should aim to:

- Relate to learning objectives taught during the lesson.
- Help pupils to recognise what they have done well.
- Give children recognition and appropriate praise for the success of their work.
- Give children clear strategies on how they can improve their work.
- Be brief and to the point.
- Be manageable for teachers.

Good General Marking Practice:

- * Teachers must mark using red pen in all books. From year 3, green pen should be used by pupils when peer-assessing/self-assessing, peer marking, corrections and editing. Year 1 and 2 will use pencil for this.
- * Marking should be neat, accurate, fair and consistent.
- * Books will be a place of positivity and any pieces of work that fall below the expectations of the teacher will be commented on verbally, addressed and revisited before the next taught session.
- * Any support should be recorded in books.
- * Acknowledgment marking is important as pupils like to know that the teacher has looked at their work and it reinforces pupils' confidence in teachers.
- * If verbal feedback has been given, VF is used alongside a quick statement e.g. VF about commas after adverbials
- * Make sure that time is built in every lesson for pupils to read, understand and respond to written feedback.

English

Children require regular, timely and frequent feedback about their writing with the opportunity to review, edit and improve. Feedback will be encouraging but also something that pupils can act upon. This may be to address sentence level issues and misconceptions or more broadly, text structure aspects. We acknowledge that the most effective feedback in writing tends to be:

- oral rather than written,
- is more discussion-based than directive,
- provided throughout all stages of the writing process,
- specific to the writing task rather than a general comment, explaining precisely to problem and how to solve this, e.g. 'You need to add more information' is less useful than 'I think you could add information here about the variety of owls found in the Arctic. How could you do that?'
- supportive and encouraging, but always giving reason, e.g. 'Using the relative clause in that sentence really helped me visualise the woman's hair', rather than, 'great sentence'.

Ultimately, encouraging the children to reflect on their feedback is essential for their growth and independent writers. They should be able to apply their feedback to their writing goals.

Children should be aware of their writing goals and these should be clearly marked against at the end of each 'show me stage' piece. Goals should be identified taking into account the child's starting point for the unit of work, their current assessment level and the focus of the teaching and collaboration stage. These should include a range of sentence level, punctuation and broader text level goals.

Investigation Stage

At the Investigation Stage, the level of support is indicated with S(shared)/G(guided)/I (independent) and live marked as and when appropriate with a tick. In key stage one G+ is also used if a child has required a significant amount of help. Teachers will respond promptly to misconceptions and common errors and address them throughout the lesson. If there are single questions at this stage, each question will be marked. Similarly, if this is a comprehension, a score will be given and opportunities for correcting will be planned in either at the end of the session, in same day intervention or at the beginning of the following session.

Teaching and Collaboration Stage

- At the Teaching and Collaboration Stage, the level of support is indicated with S/G/I, after the completion of shorter tasks, and live marked as and when appropriate with a tick. In key stage one G+ is also used if a child has required a significant amount of help.
- There will be opportunities to edit and improve sentences, sections of writing or short paragraphs within pieces of writing.
- Sections to be corrected will either be identified independently or by the class teacher who will underline and mark with a 'C'. Children will rewrite the identified with a 'C' section underneath the piece of writing.
- Teachers are to use their judgements against how many sentences will be underlined to make sure that the children feel motivated to write. This will be no more than two sentences to correct or improve in a small paragraph.

Show Me Stage

- At the Show Me Stage, the children will be working independently towards their writing goals to complete their assessed piece of writing. The children will be working with their success criteria and the work completed during the teaching and collaboration stage to enhance their writing.
- Misconceptions and advice will be offered as a whole class, within a small group or individually depending on the task and the suitability and relevance of the feedback.
- Children may be asked to independently identify sections of writing to improve. All children will be expected to edit their writing and be able to show evidence of this in their books. Same day intervention may be used to support this.
- Written targets to support ongoing success with writing will be review and set after every show me stage piece in KS2. In EYFS and KS1, this will be verbal.
- Assessment levels will be given at the end of every term in line with end of term data.

Sentence and SPaG books and Reading Journals

- Will be acknowledge marked and errors identified for correction.

Spelling

Correcting every misspelling is unnecessary. Teachers will underline, lightly in pencil, common errors in words that children have been taught and have already practiced. A wavy line can be used under words which children have attempted to spell, but incorrectly, the correct spelling can be added as part of the editing process. For more confident and able writers, children may be asked to use the dictionary, but for less confident children, teachers should support with this spelling, whether it be adding to the class word bank or giving their spelling directly. This is to make sure that children are not put off trying out new words if they must look it up each time and we acknowledge that a dictionary is only useful for those children who are already good spellers.

Key stage 2 correct spelling within the sentence/paragraph as part of the editing process. Key stage 1 correct and practice at the end of the piece of work.

In key stage 1 or for children with significant spelling difficulties, teachers may use underwriting as a teaching tool (transcribing a child's writing using conventional spelling), if time is available. This can be helpful when it is difficult to read a child's writing and will show the child the correct spelling. Again, this should not be for every word, but for the key words that the child has been working towards.

English work must be marked or acknowledged before the next lesson.



Whale Hill Primary School – Lower School marking code

✓	I did this well.
✓✓	I did this very well.
→	This is what I need to remember next time.
	I need to remember finger spaces.
CL	I need to remember capital letters.
.	I need to remember full stops.
↓	I need to remember to sit my writing on the line.
	Improve presentation
^	Missing word
	Conjunction needed
○	Check for correct punctuation/capital letter/lower case letter.
c	Correct this.
Ⓢ	Independent work
Ⓢ	Shared work (work has been completed as a group or class)
ⓖ	Guided work (an adult has supported me)
ⓖ+	I have needed a lot of support with this.
Ⓥⓕ	Verbal feedback given (provide brief description of what the feedback was)



Whale Hill Primary School – KS2 Writing Marking Code

✓	I did this well.
✓✓	I have confidently met my objective.
T	This is my writing target.
^	Missing word or words.
○	Check for incorrect/missing punctuation. Incorrect use of capital or lower-case letters.
c	Correct this. The section to be corrected will be underlined.
_____	Correct this spelling – it is one we have practiced.
~~~~~	Correct this spelling – use your partner, teacher, word bank or dictionary to check.
<u>  </u> X	Words or group of words is not needed.
VF	My verbal feedback
I	Independent work
S	Shared work (work has been completed as a group or class)
G	Guided work (an adult has supported me and/or given me some ideas)

## Samples of Marking in English

### Reception:

I spy wlb 01-12-25

① Pan

② Van

③ Hop

④ map

⑤ to hear all the sounds but then ⑥ writing

I spy wlb 01-12-25

① b b bus

② d d dog

③ b b bus

④ b b box

✓ ⑤ to hear, find on a letter card and write initial sounds

① cat

② bat

③ bed

④ bus

✓ ⑤ to hear, find on a letter card and write sounds

⑥ Oliver wanted to write his name - we don't need to in our books!

### Year 1:

My Bog Baby

she has a long red ee izz

she has a purpl zuzf ee bodes

she has a brown tayu.

①

## Year 2:

Tuesday 25th November	
Build up and problem	
	As the moon was high two men came and took the creature away when it was fast asleep
	When the sun was setting a girl took the creature away (when) the creature was fast asleep for a good night sleep
	One sunny morning a man and a boy came into the forest - they both took the creature home

WCO W. 1A WA → 1A

## Year 3:

I One winter day I was wandering across the ^{land} when I saw a blue & yellow ^{bird}. One said that I looked as slippery as a fish. I found the ^{bird} very ^{strange}. I thought I was in a world of my dreams where I saw a ^{bird} that was as slippery as a fish. AS I turned around, I ~~heard~~ ^{saw} a ^{bird} that was as slippery as a fish. I felt cold and ^{lost} in a wonderland. I ^{ever} find ^{my} ^{way} again? Was this a dream or was it real? I felt ^{lost} and ^{found} a ^{bird} lying on the ground. I ^{was} a ^{bird} that was as slippery as a fish. I thought I was lost.

① Make sure your sentences are ^{at least} 10 words long to help the flow.

Write a story about a creature that is as slippery as a fish.

long, thin tail  
shiny scales  
large head  
glowing eyes  
as light as a day  
long, thin tail  
shiny scales  
large head  
glowing eyes  
as light as a day

plates  
like a fish  
people and  
green blotches  
like a fish  
long, thin tail  
shiny scales  
large head  
glowing eyes  
as light as a day

could be as slippery as a fish  
could be as slippery as a fish  
could be as slippery as a fish  
could be as slippery as a fish  
could be as slippery as a fish  
could be as slippery as a fish  
could be as slippery as a fish  
could be as slippery as a fish

Habitat

Across the wide, ^{swampy} plains, the long-necked, gentle Diplodocus wandered in search of leafy plants. ^{Curiously}, Diplodocus live on flat, open floodplains, forests, and wetlands featuring vegetation like conifers, ferns, and cycads. Did you know? a Diplodocus was the size of a double decker bus. ^{Remember} question marks after rhetorical questions.

## Year 4:

**Conclusions:**

When I speak you never listen because you are always thinking. When it is obvious why don't you just say what you don't like?

I know that you never listen you can just tell me that you want to be the best at the game.

Then we can play hard games because we have a better talent together.

After that don't have to do chores so the rest of the week.

**Conclusions:**

Our new school.

I know that you never listen you can just tell me that you want to be the best at the game.

Then we can play hard games because we have a better talent together.

After that don't have to do chores so the rest of the week.

## Year 5:

⑤ Finally, perceivably how your high-pitched oak whistle to command your young dragon (who will very disobedient to begin with) that it must pay attention immediately. ✓

**How to survive an Air Raid**

Have you heard the echoing, haunting tones of the air raid siren? Do you need to keep yourself safe from the deadly catastrophes that creep ahead? To say it is imperative that you find the nearest shelter. Don't forget your home and carry your gas masks. You will need to be patient and calm as it is crucial to keep everyone safe. It is a must, it is an obligation that you read these instructions so you don't do not risk putting yourself or anyone else in danger. Moreover, it is imperative and your civic duty to adhere to this as it is imperative and you could end up in a terrible situation if you do not.

Excellent use of expanded noun phrases and relative clauses to give extra information in each step.

T- Use speech in narrative to describe characters and advance the action.

Include extended list sentences using semi-colons for description.

## Year 6:

**You're Star!** Evaluate, you have worked well to include a full range of persuasive features. I like your repetition sentences.

**Autumn Term Writing Assessment**

Overall Writing Level **6-**

① Merge sentences to make more complex sentences

② Include a range of organisational features

③ Separate two main clauses with ;

**Tuesday 18 November 2025**

**Visit the Lake District**

**SW** If you're looking for an awe-inspiring weekend away, come to a lake district for a gun-packed mountain break. It is home to the highest mountain in England famous for being a spot of peace and challenge. However, if you think this is not your cup of tea, there are diverse pursuits for those who want why not take a gentle stroll along the banks of Grassmere or go shopping in business, the home of business folk take boat trip around Windermere, whilst sustaining yourself with local produce in cosy cafes. With such as landmarks of activities are taken cover for their scenery, and scenery as glorious scenery. This unique geographical landscape with such an assortment of activities, the lakes call for their scenery, and scenery and glorious scenery. The unique geographical landscape has pristine scenery.

## The Piano - Story opening

Recalling... Reliving... Replaying... Sitting, Stepped and hunch over a large, grand piano, an elderly man named Gary played the piano gracefully and elegantly. Running his hands over the greasy cold keys, a thoughtful yet whimsical look crossed his weathered face as his golden wedding band, which he refused to be parted from, sparked in the bright light. Which is a symbol of the amazing love of his life. As he continued to play, the ^{depressing} ^{sober} which is etched in his mind, and he nostalgia about all the hardships in his mind as ghostly companion - his only true love - nestles beside him. She's back where she belongs - . As they played in perfect Synchronisation and his shoulders visibly relax, his jaw unclenches and he forgets about the hardships. As she places a gentle kiss on his cheek. Softly... Gentle... Memorizing... which he'll never forget and he won't forget about the hardships. As he is thinking about the hardships, a ghostly companion, his one true love, snuggled in beside him.

## Maths

Each main maths session will begin with a review of the previous session. In key stage 2, this will be one notebook page of a few questions which allows the teacher to assess whether the knowledge has stuck from the previous session and that the children are ready for the next step in their learning. In books, this will be under the previous day's work with the heading review or R. This will follow daily 5 and take no more than 5 minutes to complete and review and will be answered under the previous work. KS1 will complete this as discussion or on whiteboard if necessary.

Mark every question with a tick or •. This will be completed by either the teacher, self-marked or peer marked. Self-marked and peer marked work will be checked by the teacher and support staff regularly for accuracy and daily for achievement. This will apply to both book work and sheet work and will feed into the decision of if children need same day maths intervention.

Time will be built in for the children to go back and correct incorrect questions from the previous session. This will be remarked for accuracy. The number of corrections that the pupil is required to do is something that the teacher should judge. If the child has grasped the method/concept, but has made a couple of careless errors, the teacher may feel that the pupil does not need to carry out corrections. If the pupil has made several errors, the teacher may put a C next to the answers that should be corrected. Teachers will distinguish between a pupil's simple slip and an error that reflects a lack of understanding.

Maths must be marked or acknowledged before the next lesson.

## Samples of Marking in Maths

### Reception:

**4 and 5 Maths Sorting Activity**

Can you sort 4 and 5?

4 four	5 five

4

5

### Year 1:

**Count from 20 to 50**

1 Complete the number tracks.

a)

24	25	26	27	28
----	----	----	----	----

b)

38	39	40	41	42
----	----	----	----	----

c)

33	32	31	30	29
----	----	----	----	----

2 Complete the number tracks.

a)

17	18	19	20	21	22	23	24	25
----	----	----	----	----	----	----	----	----

b)

41	42	43	44	45	46	47	48	49
----	----	----	----	----	----	----	----	----

c)

28	27	26	25	24	23	22	21	20
----	----	----	----	----	----	----	----	----

d)

36	35	34	33	32	31	30	29	28
----	----	----	----	----	----	----	----	----

3

a) Which number comes **before** 44? 43

b) Which number comes **after** 32? 33

c) What are the next two numbers **after** 29? 30 and 31

**Count from 20 to 50**

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

15 16 17 18 19 20 21 22 23 24

28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

8 9 10 11 12

10 11 12 13 14

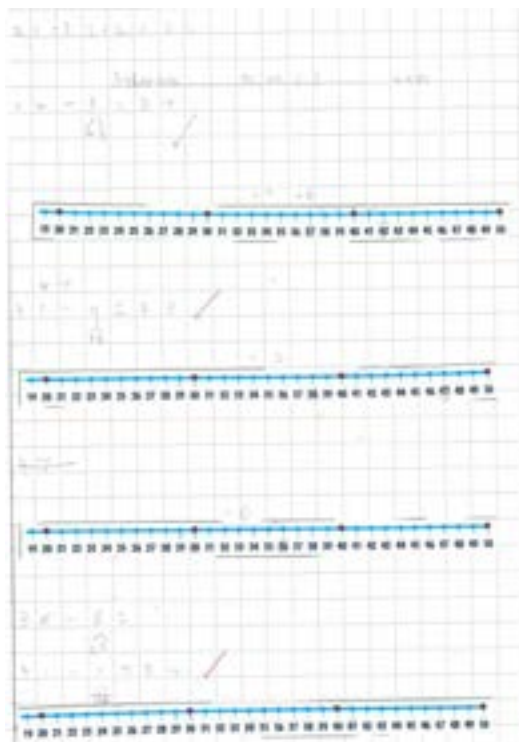
32 33 34 35 36

29 30 31 32 33

44 45 46 47 48

15 16 17 18 19

### Year 2:



**Challenge 2**

10 + 90 = 100 ✓

40 + 60 = 100 ✓

30 + 70 = 100 ✓

10 + 60 = 100 ✓

50 + 50 = 100 ✓

100 = 0 + 20 ✓

90 + 10 = 100 ✓

100 = 0 + 100 ✓

### Year 3

$$\begin{array}{r} 10412 \\ 4 \\ \hline = 3 \end{array}$$

$$\begin{array}{l} \text{a) } 246 = 200 + 40 + 6 \\ \text{b) } 362 = 300 + 60 + 2 \\ \text{c) } 337 = 300 + 30 + 7 \end{array}$$

$$\begin{array}{r} 1058 \\ 2 \\ \hline = 4 \end{array}$$

$$\begin{array}{r} 1048 \\ 4 \\ \hline = 2 \end{array}$$

### Year 4:

#### Multiplication and division problems 6

1. A factory makes 132 cans. They pack them into boxes of 11 cans each. How many boxes are there? Is this grouping or sharing?
2. A zoo has 9 monkeys. 63 bananas are given out equally to the monkeys. How many will they each get? Is this grouping or sharing?
3. There are 84 children in a year group. They eat lunch on tables that can seat 12. How many tables would be needed? Is this grouping or sharing?
4. A baker makes 72 cakes. He puts them into boxes of 9 cakes each. How many boxes will he fill? Is this grouping or sharing?
5. A farmer has 96 sheep and 12 pens. If the sheep are herded into the pens equally, how many are in each pen? Is this grouping or sharing?
6. There are 72 sweets in a tub. They are put into put-and-take bags with 10 sweets in each. How many bags can be made? Is this grouping or sharing?
7. A pet shop has 144 rabbits. They build cages which can hold 12 rabbits. How cages will be needed? Is this grouping or sharing?
8. There are 108 pieces of equipment for OFNL handsones. They are given out equally into 12 different zones. How many pieces does each zone receive? Is this grouping or sharing?

$$1. \quad 132 \div 11 = 12 \quad \text{Grouping}$$

$$2. \quad 63 \div 9 = 7 \quad \text{Sharing}$$

$$3. \quad 84 \div 12 = 7 \quad \text{Grouping}$$

$$4. \quad 72 \div 9 = 8 \quad \text{Sharing} \quad \rightarrow \odot$$

$$5. \quad 96 \div 12 = 8 \quad \text{Grouping} \quad \odot$$

$$6. \quad 72 \div 10 = 7.2 \quad \text{Grouping}$$

Review

$$\begin{array}{l} 1. \quad 132 \div 11 = 12 \quad \checkmark \\ 2. \quad 108 \div 12 = 9 \quad \checkmark \\ 3. \quad 12 \times 6 = 72 \quad \checkmark \\ 4. \quad 9 \times 12 = 108 \quad \checkmark \end{array}$$

### Year 5:

$$\begin{array}{r} 4 \quad 1728 \\ \times \quad 39 \\ \hline 15552 \\ 44540 \\ \hline 67392 \end{array}$$
$$\begin{array}{r} 5 \quad 1475 \\ \times \quad 46 \\ \hline 8850 \\ 59000 \\ \hline 67850 \end{array}$$

### Year 6

Review

$$112 = 23520 \quad \checkmark$$
$$213 = 2556 \quad \checkmark$$
$$317 = 31700 \quad \checkmark$$

Subtracting Mixed Numbers

$$11\frac{3}{4} - 1\frac{7}{8} = 10\frac{1}{2} \quad \checkmark$$
$$6\frac{2}{8} - 3\frac{3}{4} = 2\frac{1}{2} \quad \checkmark$$
$$3\frac{1}{2} - 6 = -2\frac{1}{2} \quad \checkmark$$
$$3\frac{7}{21} - 2\frac{8}{21} = 1\frac{16}{21} \quad \checkmark$$

### Science and foundation Subjects

Science and foundation lessons will start with a low-stakes quiz to recap and consolidate key knowledge from topics. In key stage 2, this will be recorded under the previous piece of work, numbered as 1,2,3 etc and self-marked. In key stage 1, this will be a discussion.

The level of support is indicated and the end of a piece of work with S/G and can be live marked, as and when appropriate, with a single tick at the end of a piece of work or a double tick if a child has exceeded. Work without S/G is independent. Teachers will respond promptly to misconceptions and common errors and address them throughout the lesson.

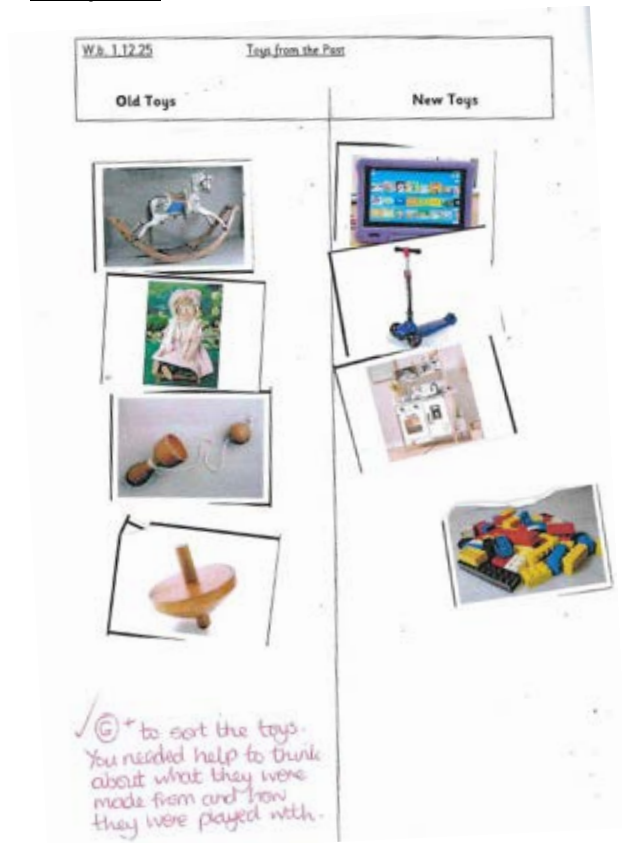
Tasks set with individual questions should have each question individually marked.

Within the umbrella of foundation subjects and science, different subjects and/or tasks are conducive to different styles which will include peer and self-assessment and verbal feedback.

All pieces of science and foundation work should be marked before the next taught session. Exception of art

## Samples of Marking in Foundation Subjects:

### Reception:



### Year 1:

(5)

## Activity

Write words to describe the material.

wood	hard	✓
plastic	smooth	✓
metal	strong	✓
glass	shiny	✓
rubber	squishy	✓

**Keywords**

hard, soft, rough, smooth, shiny, dull, bendy, not bendy, stretchy, stiff, squishy, strong

### Year 2:



### Year 3:

Monday 20th October 2025

Why do people visit Middlesbrough?

Map and field work

Which services did you think there needed to be more of in Middlesbrough?

Indoor

Indoor water Park ✓

Why do you think this?

Because there was not any water parks. ✓ How else might this be important? it could encourage family to go to Middlesbrough.

What would your service be that you would design to make Middlesbrough more family friendly? Draw and label your design below:

A Family Friendly water Park

that has a lot of slides

(5)

## Year 4:

5.12.25

Ray Qm

18 ✓

28 C ✓ 3/5

30 ✓

4 C ✓

5 A ✓

What is pitch and why do different sounds have a higher or lower pitch?

Task 1. Explore Instruments

Look at the different sets of instruments. Order the instruments in order of how to high pitch.

High Pitch

Low Pitch



Handwritten notes: Group work discussion and practical

## Year 5:

- 1 B.D ✓
- 2 B.C ✓
- 3 A ✓
- 4 A.B ✓
- 5 B.D ✓, B.C ✓, C.A ✓, C.B ✓, D.A ✓, D.C ✓

Investigating gravity

How does the mass of an object affect the speed at which it falls to Earth?

Investigate that the polystyrene ball falls to the ground because A is the lightest

Object	Mass in grams
Large polystyrene ball	4.4 g ✓
Marble	20.7 g ✓
Small polystyrene ball	0.2 g ✓

## Year 6:

7.12.25

What is the rule of law?

Law

Law is a set of rules that the people in a country must follow. Laws are there to keep us safe. Laws have changed people join, marriage, a new start or a horrible death. A crime happens when you don't follow your country's law. Every country has its own set of laws, but murder and theft is illegal in every country.

Crime

Common crimes these days are: theft, spending on cars and goods. In the past, living dangerous, holding a business, drinking and off cars, kidnapping and robbing, all gone, but these are still done around.

Persecution

A persecution happens to people who are different and to stop them doing crime again. Persecution has changed over time.

- 1 D ✓
- 2 The crust is the thin outer layer of the Earth ✓
- 3 A hell over 600m ✓
- 4 A ✓
- 5 B ✓
- 6 C ✓

Continental crust is a big or group of mountains that are close together.

The big mountain group surrounding the mountains is called the orogen.

A plateau is a horizontally level piece of land high up in a mountain.

The thin outer layer of the earth is 5-10 miles thick. It's made of solid rock and sand. The crust is thicker than the mantle and it's made of solid rock. 5% of the earth's weight is made up of iron and oxygen.

It is made out of hot liquid iron in a hot or liquid state. It's 1700 thick. It has a very magnetic field.

It is made of solid iron and nickel. It's 1700 thick. It's as hot as the sun's surface.



### **Rewards**

Rewards will be used to celebrate success, promote the highest standards by encouraging the children to work hard and always try their best. Rewards will highlight successes in a variety of ways:

- stickers in books and on jumpers,
- sharing work with the rest of the class,
- sharing work with other classes, teachers and senior leaders,
- sharing with parents,
- certificates handed out in assembly,
- postcards sent home, and,
- recognition boards in classrooms

### **Monitoring and Review**

Senior Leaders will be responsible for monitoring the implementation of this policy through termly book sampling. The desired outcomes for this policy are improvement in children's learning and the raising of standards and expectations across the curriculum. There will be consistency across the whole school of high-quality marking and feedback. Children will be proud of their work and feel a greater sense of achievement.