



Feedback and Marking Policy

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Signed	(Chair of Governors)
Minuted	(Date)
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Key Principles

At Kedington Primary Academy we understand that, when done right, effective feedback and marking can have a significant impact on achievement.

However, two key principles should underpin all feedback and marking activity and form the basis for this policy:

Feedback and marking should have an impact on learning

All feedback and marking should support 'closing the gap' between the child's current learning/ standard of work that is being produced and the standard of learning that is being aimed for or support the process of learning (ie the child's effort or attitude to learning).

Feedback and marking should be efficient and manageable

Teachers' time needs to be used wisely, both in terms of the impact on their workload and to ensure that their working time has the maximum impact on outcomes for child. The most important activity for teachers is the teaching itself, supported by the planning and preparation of lessons.

Feedback and marking needs to be an integral part of well-planned, high quality learning, underpinned by lessons with clear, shared learning objectives (key learning) and success criteria: children and teaching staff need to be clear on the big picture, the aims of the individual lesson and what success looks like. Feedback and marking should be part of this understanding.

This policy draws largely on the Report of the Independent Teacher Workload Review Group (March 2016) and EEF Review of Evidence on Written Marking (2016).

Purpose of feedback and marking

1. Inform teachers' formative assessment for learning to facilitate planning to close the gaps and ensure progress.
2. Ensure children are aware of their learning successes and next steps
3. Make summative assessments
4. Maintain high expectations
5. Support children to develop positive attitudes to learning and to self-regulate

Written marking is only one way that teachers provide feedback:



It is expected that all teaching staff share the same principles and ethos for feedback and marking and that it is used as an integral part of their practice. How they do this may look different across different classes and for different age children, but the value placed on it and the rationale behind it, as outlined in this policy, should be consistent throughout the school.

Children will have feedback about all of their work but this may be in lots of different forms:

1. Live feedback and marking

- During the lesson, the teacher circulates to quickly check for errors or misconceptions, questions to assess, support or stretch, or have a more in-depth conversation to 'close the gap' as needed.
- There is no expectation that this will be recorded (e.g. 'VF' or a note of the content of discussion).
- Further guidance is given in **Appendix D**

2. Whole class marking

- A whole class feedback and marking sheet (see **Appendix B**) is used to collate information about individual and whole class successes and areas for development. This is then fed back to the class or relevant individuals and used to inform future planning.
- **Appendix C** gives more information on how these are used.
- As a minimum, whole class feedback and marking sheets should be used at least 2 times in week in English and maths lessons.
- In the wider curriculum (subjects other than maths and English), an overview and assessment sheet is created for each unit of study and completed each lesson to assess learning and support planning. This is completed after each lesson and used to provide assessment information, inform future planning, and feedback to individuals or the whole class as appropriate.

3. Self or peer marking or assessment

- When there is a right or wrong answer, self-marking can be very effective when used well. For example:
 - Using an answer sheet, children can independently check that they are on the right track by marking their first few answers
 - If they discover an error, the child can re-think their answer 'in the moment' and work out where they went wrong
 - When working together, children can compare their answers, they can 'convince' each other that their answer is the correct one or one can explain their peer's error and the correct answer.
- It can also be an efficient way of checking accuracy and for the teacher and child to find out how well they have done
- When self or peer feedback is more qualitative, children need to be trained to do this well. This should link to the key learning and success criteria (often with a prompt sheet eg a writing toolkit). Teachers should be aware that they are the experts and the effectiveness of children's contributions is likely to be limited.

4. Short/sharp distance marking

- This is mostly used to acknowledge work, for assessment or after self or peer marking.
- As a minimum, a mark (e.g. tick or smiley face) will indicate that the work has been looked at

5. In depth distance marking ('deep marking')

- Individual, written feedback in the form of 'deep marking' can be effective, particularly for long pieces of work, often towards the end of a unit. Teachers are expected to 'deep mark' a piece of written work around every 2 – 3 weeks. This is likely to be a longer piece of work such as a piece of writing.
- Teachers should provide information for the child in an age-appropriate way about what they have done well and what they could do to improve their writing

6. Grammar and spelling

- Spellings and grammatical errors that children should know should be addressed. However, not every error in a piece of work needs to be identified by the teacher and an element of professional judgement will be needed. The school marking code should be used for this (Appendix A).

The school encourages teachers to use live marking and whole class feedback and marking sheets as their main strategies as these are shown to effectively support children's learning and reduce teacher workload.

Teachers need to look at every piece of work that children produce in their books and put a physical mark (eg a tick) on it. This could be during a lesson as they circulate, or after the lesson. This shows children that they acknowledge and value their efforts and ensures that the school's high expectations for the standard of presentation and accuracy of spelling, punctuation and grammar are upheld.

All written marking (from an adult) should be in green pen and any corrections/challenges completed by the child in 'purple polishing pen'. Ticks will be used for things the children have done well. Dots are used to indicate incorrect answers.

Feedback, whether written or spoken, is most effective when it is close to the learning so will be carried out in a timely manner, either within the lesson or before the following lesson.

Children must be given dedicated time to act on feedback. This can take place in different ways - for example, a whole lesson based on the contents of the feedback and marking sheet, five minutes at the beginning or end of a session to read comments or hear whole class feedback, or time given to specific individuals who would benefit most from it. This will vary as age appropriate, but it is expected to take place regularly in all classes from Y1 upwards. **This is an essential component of whole-class feedback and marking** (see Appendix C below).

Feedback and Marking within the EYFS

Feedback and comments relating to learning are given to pupils within Kedington Early Years throughout day to day adult and child led activities to praise, develop, embed and challenge their thinking. Observations are gathered to form each child's 'Learning Journey'. These are shared with parents and pupils, as appropriate, at various points throughout the academic year. 'Learning Journals' (including next steps) are shared alongside verbal feedback from teaching staff.

An electronic compilation of observations and a paper workbook make up the complete 'Learning Journey' for each child. Most observations will be denoted with our EYFS marking code, and on occasion annotations. This is done to provide information for the reader, primarily teaching staff, relating to the context of the work/observation and/or the child's development.

EYFS marking code:

CI - Child initiated activity

I - Completed independently by the child

AL - Adult led activity

AI - Adult initiated activity

Appendix A - Marking Code

All symbols should be within a circle

Aa	Capital Letters missing
Sp.	Spelling error
.	Full stop missing
P	Other punctuation missing
HW	Handwriting not of expected standard
FS	Finger spaces missing
//	paragraph

NB The stamps below or handwritten symbols may be used for these in KS1 and beginning of Y3:



Appendix B –Whole Class Feedback & Marking Sheet



Date:

Task:

Work to praise and celebrate	Children needing extra support
	Common basic mistakes/misconceptions
Class/group next steps or areas to focus on in future planning	

Appendix C – Guided to using whole class feedback and marking sheets

1. Every child's work from the lesson is reviewed and notes added to the sheet in response. It is not expected that there is something written about every child. These notes are for the teacher, not an external audience so there is no expectation that they are beautifully presented or particularly comprehensive. When monitoring, school leaders will ask the teacher to talk them through what they have put if needed.
2. A mark (eg a tick) is put on every child's work. There is no expectation for any further written comments.
3. Individual spelling and grammar errors are addressed in books, but not necessarily every error, especially if it is something that is going to be addressed through whole class follow up work or there are many errors.
4. A minimum of about five minutes at the beginning of the next lesson must be used to feedback to the class, going through areas on the feedback sheet with examples/follow up work. This could take a larger proportion of the next lesson or even be the whole of the next lesson.
5. Assessment information informs future planning for the whole class and further follow up work is done with groups and individuals as needed.

Appendix D – Guide to Live Marking

- Get round lots of children – short and sharp is key
- Have in mind what you are looking for eg common misconceptions, key indicators of success for that task. Also use this as an opportunity to identify and get children to act on poor presentation or spelling and grammar errors during the task
- Share what you are looking for with the children when appropriate “I am looking for children who are using a range of punctuation”/ “I am looking for children who are making sure their columns are lined up correctly when they record their additions”
- Act on what you see at a whole class level when appropriate “I just want to stop you for a moment as I have noticed that lots of you have written that ... which is incorrect”.