



Kidmore End CE Primary School

'Be courageous; Be strong; Do everything in love.' (1 Corinthians 16: 13-14)

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Marking and Feedback Policy

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Feedback and Marking Policy

At Kidmore End, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking.

Our policy is also underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Be specific, accurate and clear;
- Encourage and support further effort;
- Be given sparingly so that it is meaningful;
- Provide specific guidance on how to improve and not just tell students when they are wrong;
- Be supported with effective professional development for teachers.

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, ensuring they make good progress.

What does this look like in our classrooms?

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. **Immediate feedback** – in the moment feedback at the point of teaching
2. **Summary feedback** - at the end of a lesson/task
3. **Next lesson feedforward** – teaching planned for the next lesson based on feedback or assessment
4. **Summative feedback** – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study



Type	What it looks like	Evidence of feedback
Immediate	<ul style="list-style-type: none"> Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, cold calling, bookwork, mini-plenaries etc. Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support or further challenge May re-direct the focus of teaching or the task Often involves re-teaching, re-modelling and alternative explanation of concept within the lesson Praise and share from previous lesson or within the lesson to share great examples 	<ul style="list-style-type: none"> Learning walks Pupil Conversations Independent/ Supported/ Verbal Feedback notation in books
Summary	<ul style="list-style-type: none"> Takes place at the end of a lesson of activity – gallery walks, written notes on planning, whole class feedback sheet, mini-plenaries, directed questions, reading their own work aloud to themselves, re-calculating a problem in a different way etc. Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take form of self or peer- assessment against an agreed set of criteria Often involves re-grouping learners according to their need in the next lesson Writing across the curriculum – may involve proof reading for specific age and stage appropriate errors 	<ul style="list-style-type: none"> Low stakes quiz, test or score on a game Learning walks Evidence of self or peer assessment in books (purple pen)
Feedforward: 'the next step is the next lesson'	<ul style="list-style-type: none"> Learning is analysed daily and errors and misconceptions addressed in subsequent lessons – noted on whole class feedback sheet Writing – this could involve editing their writing Maths – this could involve small groups re-learning a concept, and or remodeling Wider curriculum – this could involve addressing a misconception and refining knowledge in the next lesson (clear focus on vocabulary and knowledge) May involve additional support for the next lesson with an adult 	<ul style="list-style-type: none"> Whole class feedback sheet Edited and annotated planning Learning walks Book looks Pupil voice
Summative	<ul style="list-style-type: none"> Review quizzes/ check questions – specifically designed by the teacher to encapsulate the knowledge children have been expected to learn End of unit or term tests – teachers use the analysis tools to identify gaps in learning and using these to plan for future lessons Use of formative information to provide a summary of overall progress towards unit outcomes 	<ul style="list-style-type: none"> Assessment folders Test score and analysis Annotated and edited plans Book looks Class action plans PPMS Interventions and reviews Edited PowerPoints



Marking and feedback in EYFS

At Kidmore End, we approach marking and feedback as an essential tool for planning, assessment, evaluation and learning. It is important to provide constructive feedback to children, focusing on success and next steps needed to move children's learning forward. Through this we are able to acknowledge successes, promote pride in personal achievement and improve standards of teaching and learning.

With the practical nature of learning within EYFS, the majority of feedback is given orally, where through carefully planned questioning, children are given next steps to move their learning forward. The purpose of our feedback policy are to:

- Aid learning
- Assist in assessing and informing planning
- Encourage and promote pride in achievements
- Motivate pupils and promote a positive attitude to learning
- Promote professional discussions between EYFS staff
- Ensure consistency between all staff members responsible for giving feedback

Appendix - Guidance for teachers

When do we feedback or mark?

- Ideally whilst the work is in progress
- At least at the completion of a piece of work
- As soon after the completion of the work as is possible

Practice will involve 'live marking' i.e. adults giving pupils formative, verbal feedback (supported by written prompts if necessary) to focus children's attention on what they need to do (or amend) to achieve the objective at the point of learning.

As the feedback is in the context of the lesson, (VF to be written in the margin at the point at which verbal feedback is given), there is an expectation that the pupil will respond to the feedback in a timely manner.

Independently editing

Intervening when children find editing hard

A few children will need more support than this in order to be successful at improving their own work. As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support.

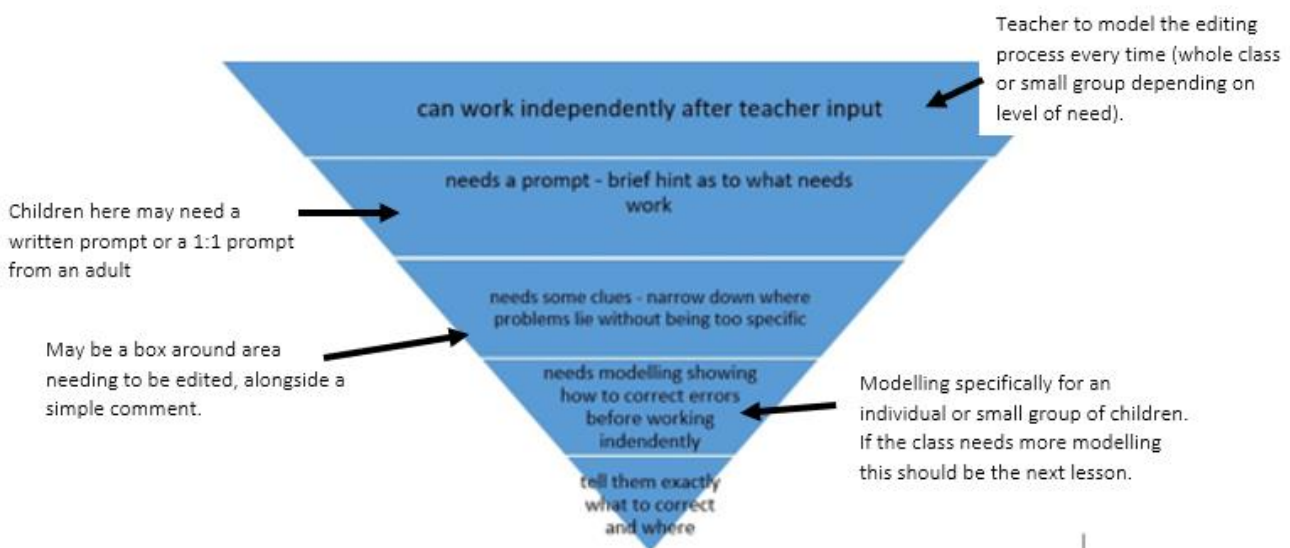
Some children may need a gentle prompt to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – 'description' perhaps or 'ambiguous pronouns' or 'figurative language' or 'and then' with a red cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson.

Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used.



Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher will need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error.

An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. **But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.**



Challenging the More-Able

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an even better piece of writing might look like.

- Set group or individual challenges, “before you’ve finished editing, you need to have...
- Use their work in modelling and then expect them to do the same.

Spellings

Spellings and how to mark them can create difficulties. As a general rule, teachers should underline the incorrect spelling and note ‘sp’ in the margin, the expectation is that the child then corrects the spelling using purple pen.

In work where there are many incorrect spellings, careful professional judgment is required in determining how many to identify so as not to demotivate the child.

Adults should use the guidance above for (considering the age and stage of the child):

- Year group specific vocabulary (see National Curriculum)
- Common misconception words (age and stage appropriate)
- Tier 3 vocabulary (linked to topics and readily available for children on displays and knowledge organisers). This will always be based on the specific subject and taught vocabulary.



Presentation

Presentation posters are visible in all working spaces to model good practice. Adults have high expectations of presentation and this is reinforced through verbal feedback. In some instances, children will be asked to re-write a section of their work to improve their presentation. In maths, the expectation is that children use one square for each digit, this is explicitly taught and reinforced throughout lessons.

Collaborative Peer Assessment

Collaborative peer improvement happens when children work with a learning partner to edit and develop a piece of work. It is not when partners swap books and individually 'check' and assess the other's work. To be collaborative, both children read and discuss one of their pieces together, decide the best bits (which may not be the same) giving reasons why, then together talk about the improvements that could be made – which the 'owner' of the work makes, using their purple editing pen.

Feedback in maths

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from, for example, review quizzes or check questions given after the point of teaching, for example in early morning work or starter/ recap section of the lesson, as well as end of term tests, which also provide vital feedback to the teacher about areas that might need more teaching for certain individuals either in class or through an intervention.

Teachers will use 'pause and mark' to give children an opportunity to self-mark using a purple pen, most often taking the form of a mini-plenary. Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, stretch each other and try and find where the other person has gone wrong.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Teachers will always model using various strategies to check for errors.

Teachers plan in opportunities to fix mistakes, for example, children might repeat a calculation in a purple pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should also model how children can use the inverse operation.

Feedback and Marking in Science and the Foundation Subjects

Acknowledgement Marking - due to time constraints and manageability, foundation subjects are 'light marked' with a courtesy tick to acknowledge that the work has been seen by the teacher, adults are free to add a comment if they feel this would support the child's learning further, although there is no expectation that any comments are given. Spellings and presentation are addressed as per the guidance.

There may be some instances where children work collaboratively or are using resources for a practical lesson where there is no 'evidence' collected in books. In these lessons, teachers can choose to collate photographs or examples of children's practical work into a class book (PSHE and RE for example). These may then be shared with the children in the class to recap and refer to prior learning.



The role of other adults

Marking and feedback is responsibility of the teacher. However, teaching assistants are trained to mark and provide feedback on children's work under the direction of the class teacher. They work closely with the teacher and share the outcomes from any marking and feedback to ensure that planning is informed according to the children's needs.

Other...

- Errors should not be rubbed out, children should be taught to draw a line through the mistake – the correct answer should be written by the side, or edited with a purple pen.
- Crosses should not be used – a dot by an error is preferred.
- Pupils use purple pen when proof reading and editing learning, or self and peer marking.
- Staff mark in green pen.

Standard symbols to be used to annotate when feedback has been given/ learning has been supported

Supported Work	S
Checked by an adult	✓
Verbal Feedback given	VF
Independent (only used when children work independently after being supported)	I
Spelling notation in margin	sp

PRESENTATION RULES

Margin: 3 squares in from the left

Short date and L.I.: Both underlined

Question numbers in the margins

Date: Date (short date in maths books, long date in other books)

Learning intention: L.I to be written (KS2) or stuck in (KS1), at the top of each piece of work and underlined with a ruler.

Handwriting: Neat, consistent handwriting, in all books. Pencils to be used in maths books, pencils or black pens in other books.

Sticking: If you have work to stick in your books, make sure it is stuck in straight, use the lines/squares to guide you.
Do not fold!

Editing: If you make a mistake, put one line through it mistake.
Make corrections, edits and additions with a **purple pen**.

