



## Kedington Primary Academy Feedback and Marking Policy

<b>Date Approved</b>	<b>Autumn 2019</b>
<b>Signed</b>	(Chair of Governors)
<b>Minuted</b>	(Date)
<b>Date of Next Review</b>	<b>Autumn 2021</b>

### **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. Marking in books should not be done for any other purpose - eg to fulfil perceived expectations by anyone looking at books

▪ **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 seen as 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 and next steps
3. Make summative assessments
4. Maintain high expectations

Feedback should be seen as a two way process – giving information to the teacher as well as to the child. 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).

2. Whole class marking

- A whole class feedback and marking sheet (see **Appendix B** for examples) 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 week to assess learning and support planning. This is completed after each lesson and used to provide 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:
  - 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 errors, they should be expected to think about why it is wrong and be able to explain what they did.
  - When working together, children can compare their answers, they can 'convince' each other that their answer is the correct one OR explain their peer's error and the correct answer.
- When feedback is more qualitative, children need to be trained and have self and peer assessment modelled in order to do it effectively. This should link to the key learning and success criteria (often with a prompt sheet eg a writing toolkit).

4. Short/sharp distance marking

- This is mostly used for assessment or after self or peer marking.
- A mark will indicate whether the child has met the key learning (for example a tick or smiley face next to the key learning or list of success criteria).
- Spellings and grammatical errors are addressed, but teachers need to bear in mind that they should not be working harder than the children, identifying a large number of mistakes right through a piece of work. The important factor is that their actions have an impact on children's learning.

#### 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 limit the number of spellings that are corrected to a maximum of around three in any one piece of writing. Ticks will be used for things the children have done well and dots or triangles for any mistakes. To encourage children to correct their own mistakes, in Key Stage 2, the marks will be in the margin and children are expected to find their own mistake.

**The school is encouraging and supporting 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. As a minimum, whole class feedback and marking sheets should be used at least 2 times in week in English and maths lessons.**

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'.

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.

Feedback should be linked to the key learning and the success criteria and in accordance to the progressive writing expectations (**Appendix A**).

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 - Progressive Writing Expectations

Year 1

## MARKING

WHAT DOES THIS MEAN?

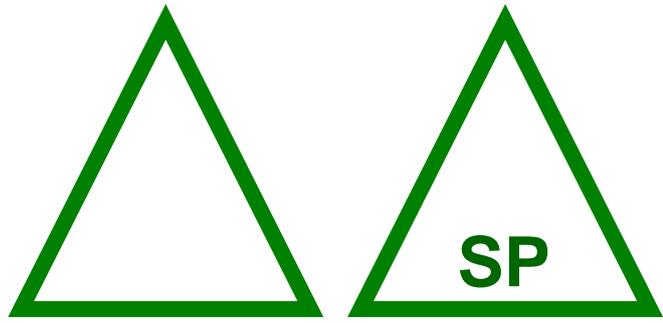
You have forgotten to include:

	<b>A full stop</b> at the end of your sentence.
	<b>A question mark</b> at the end of a question.
	<b>An exclamation mark</b> at the end of an exclamation.
	<b>A capital letter</b> at the end of your sentence.
	<b>A capital letter</b> for I.
	<b>A capital letter</b> for a <b>proper noun</b> .

Year 2 AUTUMN

TERM

## MARKING



WHAT DOES THIS MEAN?

**You have forgotten to include:**

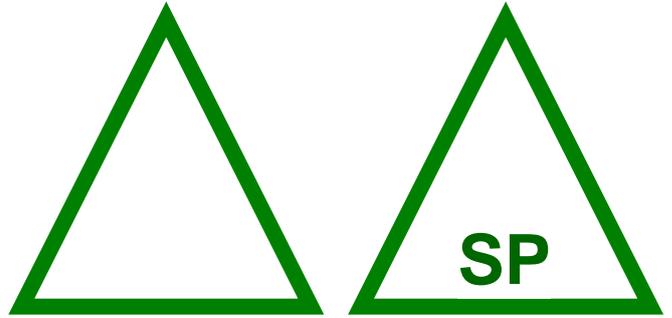
- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.

# Year 2 SPRING TERM

## MARKING

WHAT DOES THIS MEAN?

**You have forgotten to include:**



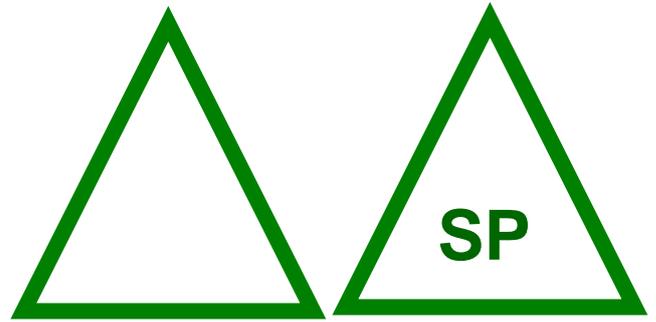
- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.

**Could you include?**

- **A comma** to separate items in a list.

Year 2 SUMMER TERM

## MARKING



WHAT DOES THIS MEAN?

**You have forgotten to include:**

- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.
- **A comma** to separate items in a list.

**Could you include?**

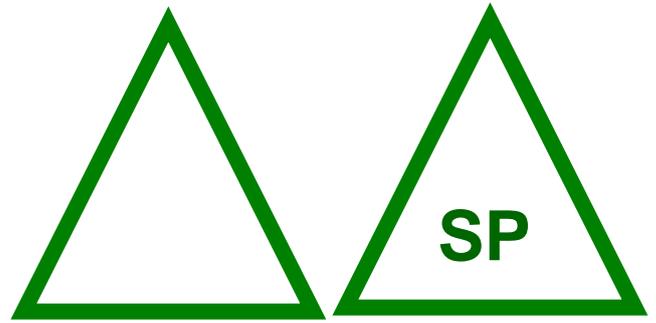
- **An apostrophe to show contraction** (e.g. don't, can't) □  
**An -ly sentence opener.**
- **A comma** after an -ly sentence opener.

# Year 3 AUTUMN TERM

## MARKING

WHAT DOES THIS MEAN?

**You have forgotten to include:**



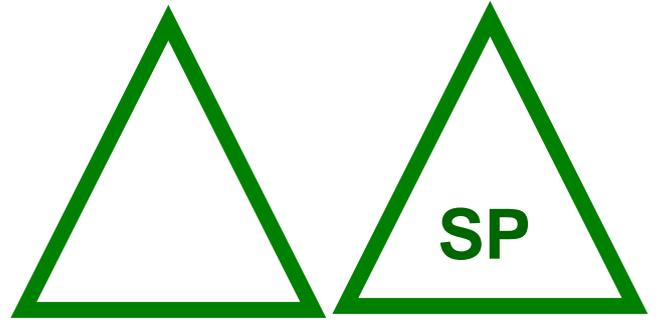
- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.
- **A comma** to separate items in a list.

### Could you include?

- **An apostrophe to show contraction** (e.g. don't, can't) □
- **An -ly sentence opener.**
- **A comma** after an -ly sentence opener.

# Year 3 SPRING TERM

## MARKING



WHAT DOES THIS MEAN?

**You have forgotten to include:**

- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.
- **An apostrophe to show contraction** (e.g. don't, can't) □ **A comma** after an -ly sentence opener.

**Could you include?**

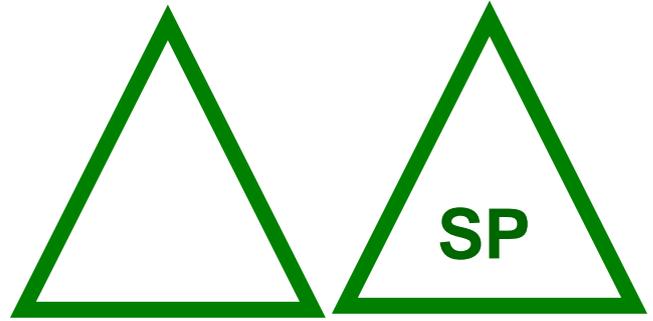
- **An -ly sentence opener.**
- **Speech marks** (New line; 66; capital letter; punctuation; 99; who said it and how)
- **A colon** before a list.
- **A comma** to separate items in a list.

# Year 3 SUMMER TERM

## MARKING

WHAT DOES THIS MEAN?

**You have forgotten to include:**



- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.
- **An apostrophe to show contraction** e.g. don't, can't
- **Speech marks** (New line; 66; capital letter; punctuation; 99; who said it and how)
- **A colon** before a list.
- **A comma** to separate items in a list.

### Could you include?

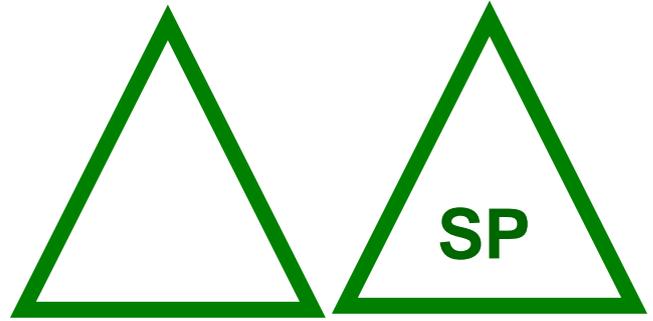
- **A fronted adverbial sentence opener** (how, where or when).
- **A comma** after a sentence opener.

# Year 4 AUTUMN TERM

## MARKING

WHAT DOES THIS MEAN?

**You have forgotten to include:**



- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.
- **An apostrophe to show contraction** e.g. don't, can't
- **Speech marks** (New line; 66; capital letter; punctuation; 99; who said it and how)
- **A colon** before a list.
- **A comma** to separate items in a list.

### Could you include?

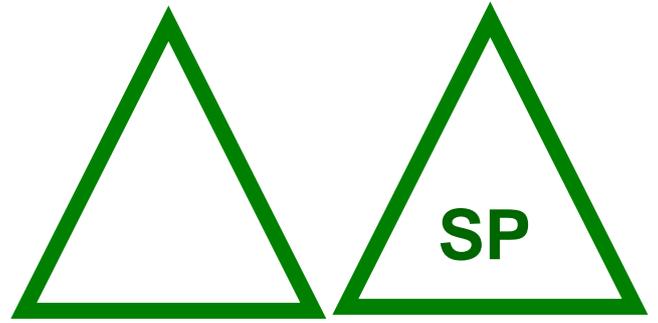
- **A fronted adverbial sentence opener** (how, where or when).
- **A comma** after a sentence opener.

# Year 4 SPRING TERM

## MARKING

WHAT DOES THIS MEAN?

**You have forgotten to include:**



- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.
- **An apostrophe to show contraction** e.g. don't, can't
- **Speech marks** (New line; 66; capital letter; punctuation; 99; who said it and how)
- **A colon** before a list.
- **A comma** to separate items in a list.
- **A comma** after a sentence opener.

### Could you include?

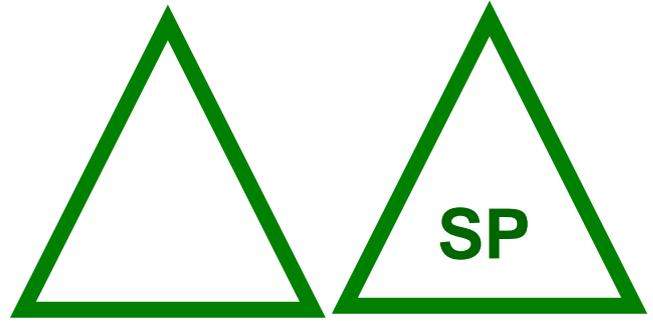
- **A fronted adverbial sentence opener** (how, where or when).
- **The correct tense** (past, present or future)

# Year 4 SUMMER TERM

## MARKING

WHAT DOES THIS MEAN?

You have forgotten to include:



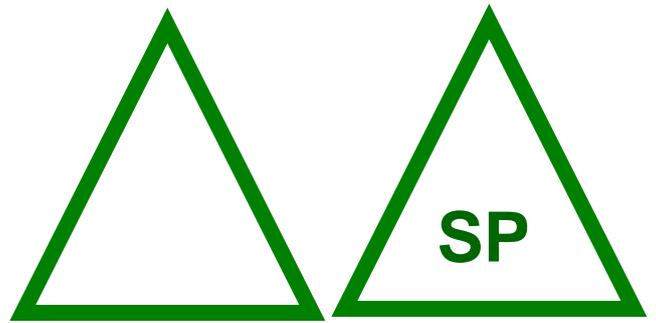
- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.
- **An apostrophe to show contraction** e.g. don't, can't
- **Speech marks** (New line; 66; capital letter; punctuation; 99; who said it and how)
- **The correct tense** (past, present or future) □ **A colon** before a list.
- **A comma** to separate items in a list.
- **A comma** after a sentence opener.

### Could you include?

- **A fronted adverbial sentence opener** (how, where or when).
- **A simile sentence opener** *or* □ **An –ed sentence opener** *or* □ **An –ing sentence opener**.
- **An apostrophe to show possession**: singular and plural

# Year 5 AUTUMN TERM

## MARKING



WHAT DOES THIS MEAN?

**You have forgotten to include:**

- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.
- **An apostrophe to show contraction** e.g. don't, can't
- **Speech marks** (New line; 66; capital letter; punctuation; 99; who said it and how)
- **The correct tense** (past, present or future) □ **A colon** before a list.
- **A comma** to separate items in a list.
- **A comma** after a sentence opener.

### Could you include?

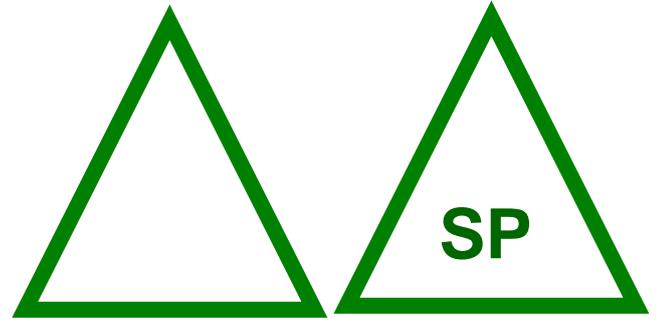
- **A fronted adverbial sentence opener** (how, where or when) *or*
- **A simile sentence opener** *or* □ **An -ed sentence opener** *or* □ **An -ing sentence opener**.
- **An apostrophe to show possession:** singular and plural

# Year 5 SPRING TERM

## MARKING

WHAT DOES THIS MEAN?

**You have forgotten to include:**



- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.
- **An apostrophe to show contraction** e.g. don't, can't
- **An apostrophe to show possession**: singular and plural
- **Speech marks** (New line; 66; capital letter; punctuation; 99; who said it and how)
- **The correct tense** (past, present or future) □ **A colon** before a list.
- **A comma** to separate items in a list.
- **A comma** after a sentence opener.

### Could you include?

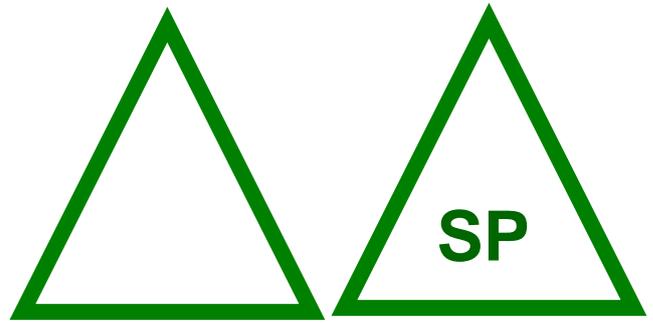
- **A variety of sentence openers** (fronted adverbial: how, where or when; simile; –ed; –ing).
- **A subordinate clause**.
- **A subordinating conjunction** to introduce a subordinate clause.
- **A comma** before a conjunction (except **and**)

# Year 5 SUMMER TERM

## MARKING

WHAT DOES THIS MEAN?

You have forgotten to include:



- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.
- **An apostrophe to show contraction** e.g. don't, can't
- **An apostrophe to show possession**: singular and plural
- **Speech marks** (New line; 66; capital letter; punctuation; 99; who said it and how)
- **The correct tense** (past, present or future) □ **A colon** before a list.
- **A comma** to separate items in a list.
- **A comma** after a sentence opener.
- **A comma** before a conjunction (except **and**)

### Could you include?

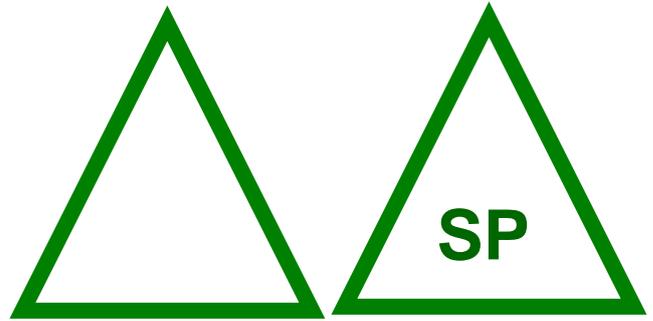
- **A variety of sentence openers** (fronted adverbial: how, where or when; simile; –ed; –ing).
- **A subordinate clause**.
- **A subordinating conjunction** to introduce a subordinate clause.
- **A relative clause**.
- **A relative pronoun** to introduce a relative clause.
- **Commas, brackets or dashes** for parenthesis

# Year 6 AUTUMN TERM

## MARKING

WHAT DOES THIS MEAN?

**You have forgotten to include:**



- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.
- **An apostrophe to show contraction** e.g. don't, can't
- **An apostrophe to show possession:** singular and plural
- **Speech marks** (New line; 66; capital letter; punctuation; 99; who said it and how)
- **The correct tense** (past, present or future) □ **A colon** before a list.
- **A comma** to separate items in a list.
- **A comma** after a sentence opener.
- **A comma** before a conjunction (except **and**)

### Could you include?

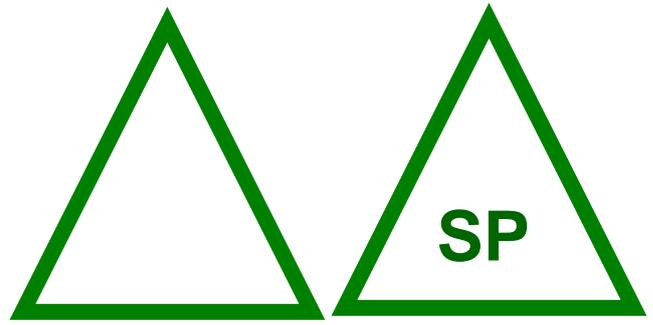
- **A variety of sentence openers** (fronted adverbial: how, where or when; simile; –ed; –ing).
- **A subordinate clause.**
- **A subordinating conjunction** to introduce a subordinate clause.
- **A relative clause.**
- **A relative pronoun** to introduce a relative clause.
- **Commas, brackets or dashes** for parenthesis

# Year 6 SPRING TERM

## MARKING

WHAT DOES THIS MEAN?

You have forgotten to include:



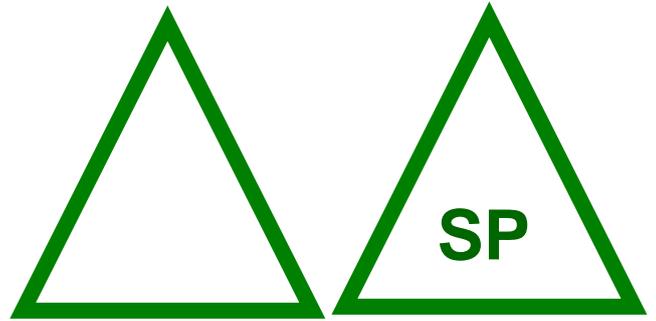
- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.
- **An apostrophe to show contraction** e.g. don't, can't
- **An apostrophe to show possession**: singular and plural
- **Speech marks** (New line; 66; capital letter; punctuation; 99; who said it and how)
- **The correct tense** (past, present or future) □ **A colon** before a list.
- **A comma** to separate items in a list.
- **A comma** after a sentence opener.
- **A comma** before a conjunction (except **and**) □ **Commas, brackets or dashes** for parenthesis.

### Could you include?

- **A variety of sentence openers** (fronted adverbial: how, where or when; simile; –ed; –ing).
- **A subordinate clause**.
- **A subordinating conjunction** to introduce a subordinate clause.
- **A relative clause**.
- **A relative pronoun** to introduce a relative clause.
- **A semi-colon** to separate items in a complicated list. □ **A hyphen** to join two related words.

# Year 6 SUMMER TERM

## MARKING



WHAT DOES THIS MEAN?

**You have forgotten to include:**

- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.
- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.
- **An apostrophe to show contraction** e.g. don't, can't
- **An apostrophe to show possession**: singular and plural
- **Speech marks** (New line; 66; capital letter; punctuation; 99; who said it and how)
- **The correct tense** (past, present or future) □ **A colon** before a list.
- **A comma** to separate items in a list.
- **A semi-colon** to separate items in a complicated list.
- **A comma** after a sentence opener.
- **A comma** before a conjunction (except **and**) □ **Commas, brackets or dashes** for parenthesis.
- **A hyphen** to join two related words.

### Could you include?

- **A variety of sentence openers** (fronted adverbial: how, where or when; simile; –ed; –ing).
- **A subordinate clause**.
- **A subordinating conjunction** to introduce a subordinate clause.
- **A relative clause**.
- **A relative pronoun** to introduce a relative clause.
- **A semi-colon** to join two independent clauses.



**Date:**

**Task:**

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

**MATHS FEEDBACK AND MARKING SHEET**

Date:

KL:

Presentation

Praise

Key questions for next time

Polaroid moments

Numeric errors

Cause for concern

Missing/incomplete work

Misconceptions and action

General feedback for next session

**ENGLISH FEEDBACK AND MARKING SHEET**

Date:

KL:

Presentation

Praise

Key questions for next time

Polaroid moments

SPAG/Grammar

Cause for concern

Missing/incomplete work

Misconceptions and action

General feedback for next session

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

1. Teachers use a feedback sheet, choosing one of the examples from above or their own version. This must contain the following as a minimum:
  - Whole class successes or individuals to praise and celebrate
  - Common errors/misconceptions (group or whole class)
  - Individuals who need extra support
  - Implications for planning
2. Every child's work from the lesson is reviewed and notes added to the sheet in response. 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.
3. A mark (eg a tick) is put on every child's work. There is no expectation for any further written comments.
4. 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 a large number of errors.
5. At least the first five minutes 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.
6. Assessment information informs future planning for the whole class and further follow up work is done with groups and individuals as needed.