

**Kedington Primary Academy
Feedback and Marking Policy**



Date Approved	
Signed	(Chair of Governors)
Minuted	(Date)
Date of Next Review	Autumn 2020

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 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:



What does feedback and marking look like at Kedington Primary Academy?

Non-negotiables

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.

As a guide, it is expected that children will receive in depth written feedback once a week in English, Maths and Curriculum.

Feedback should be linked to the Key Learning and the Success Criteria. No more than 3 spellings should be corrected 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.

A high standard of presentation and accuracy of spelling, punctuation and grammar is expected in all written work that is handed in, in every subject. This is also true of the level of challenge encouraged. Marking will be in accordance to the progressive writing expectations (**Appendix A**).

All marking should be in green pen and any corrections/challenges completed by the child in 'purple polishing pen'.

Children will receive feedback about all of their work but this may be in lots of different forms (written and verbal, self/peer marked etc). Feedback, whether written or spoken, is most effective when it is close to the learning so will be carried out in a timely manner (before the following lesson).

Sometimes teachers may mark work purely for themselves to assess learning. However, marking can have a great impact on outcomes when it is a two-way process and children are given dedicated time to act on it. This can take place in different ways - for example, a whole lesson, 5 minutes at the beginning or end of a session, 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.

Types of Feedback and Marking

1. Live feedback and marking – two way conversation to 'close the gap'. This only has to be recorded e.g. VF or content of discussion to aid assessment
2. Self/peer assessment – clearly linked to the KL and SC. Children need time to practice this to ensure that it is accurate.
3. Short/sharp distance marking – mostly used for assessment and mark will indicate whether the child has met the Key Learning (for example a tick or smiley face).
4. In depth distance marking (once a week in writing, maths and curriculum). This will be used to SUPPORT, CONSOLIDATE or DEEPEN UNDERSTANDING
5. Whole class feedback (**Appendix B**).

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

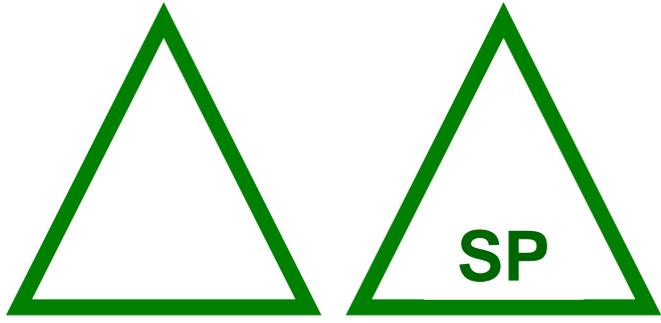
AL - Adult led activity

AI - Adult initiated activity

Year 1 MARKING

WHAT DOES THIS MEAN?

You have forgotten to include:



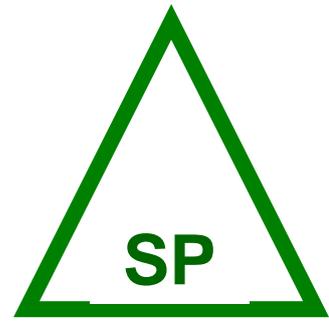
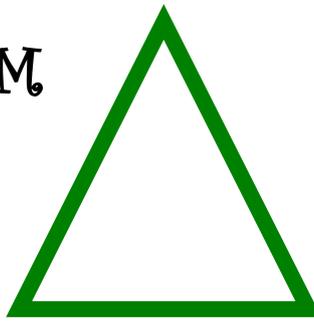
- **A full stop** at the end of your sentence.
- **A question mark** at the end of a question.
- **An exclamation mark** at the end of an exclamation.

- **A capital letter** at the start of your sentence.
- **A capital letter** for I.
- **A capital letter** for a **proper noun**.

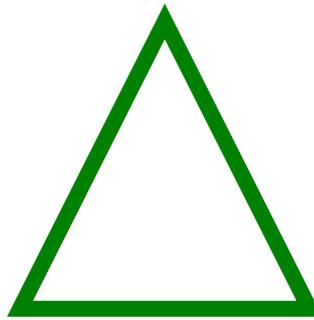
Year 2 AUTUMN TERM MARKING

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**.

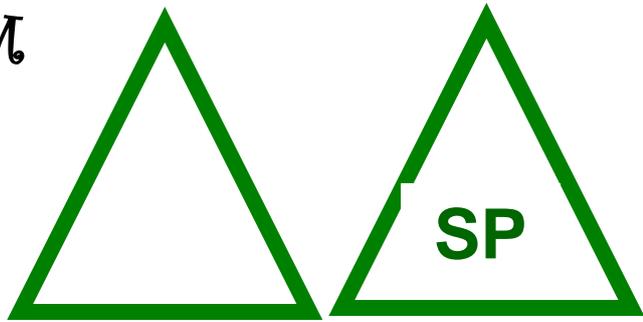
Could you include?

- **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.

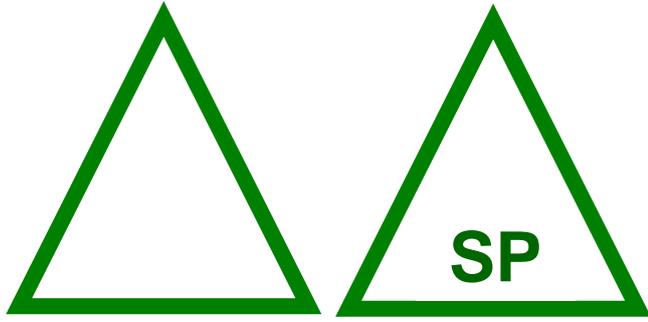
Could you include?

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

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.

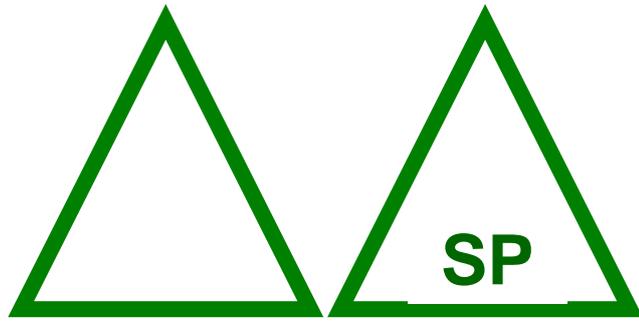
Could you include?

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

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.

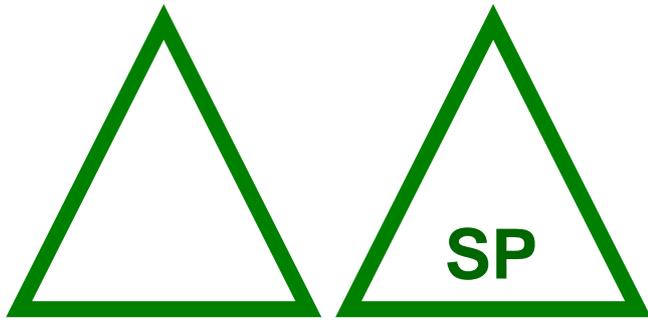
Could you include?

- **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.

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.

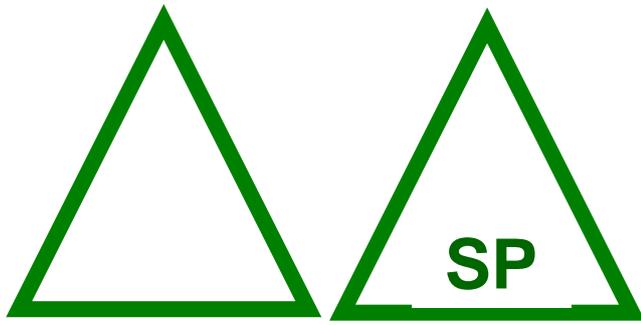
Could you include?

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

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.

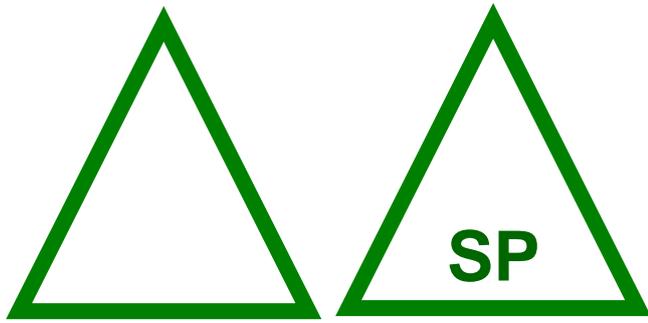
Could you include?

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

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.

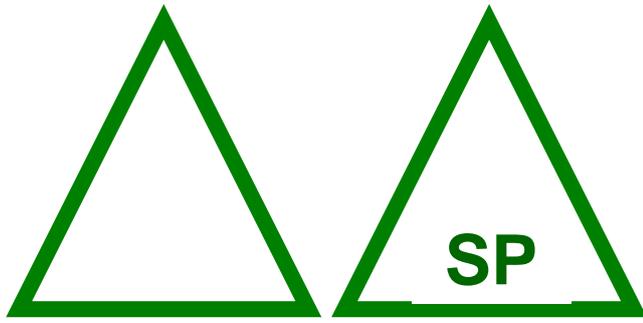
Could you include?

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

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?

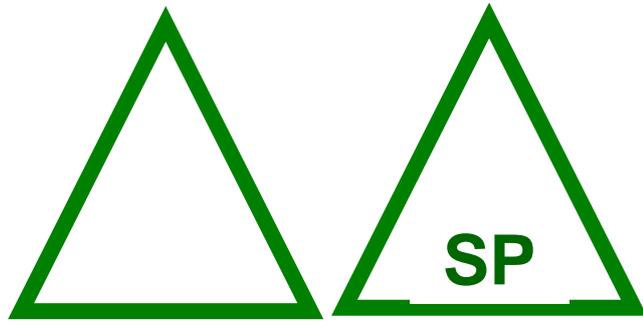
- **A fronted adverbial sentence opener** (how, where or when).
- **A simile sentence opener** *or*
- **An –ed sentence opener** *or*
- **An –ing sentence opener**.
- **An apostrophe to show possession:** singular and plural

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.

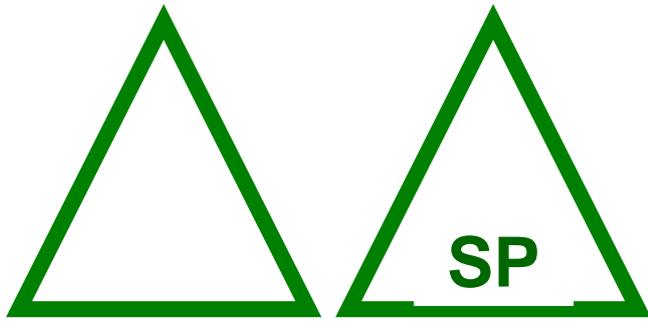
Could you include?

- **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

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.

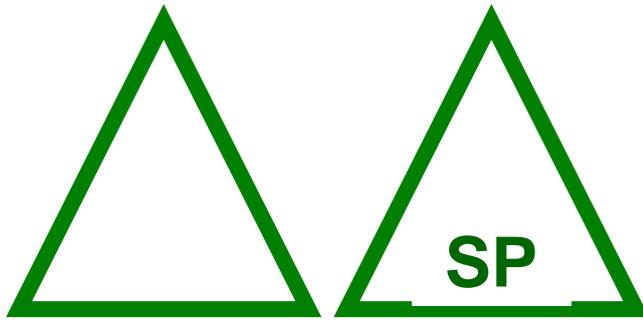
Could you include?

- **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**)

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?

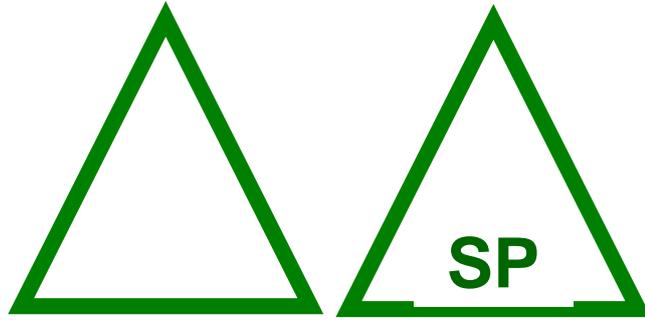
- **A variety of sentence openers** (fronted adverbial: how, where or when; simile; –ed; –ing).
- **A subordinate clause.**
- **A subordinating conjunction** to introduce a subordinate clause.
- **A relative clause.**
- **A relative pronoun** to introduce a relative clause.
- **Commas, brackets or dashes**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

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**)

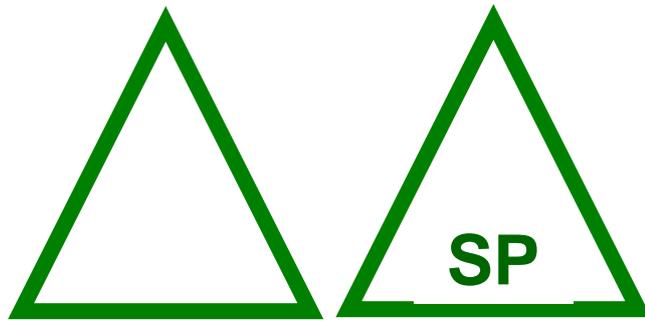
Could you include?

- **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

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.

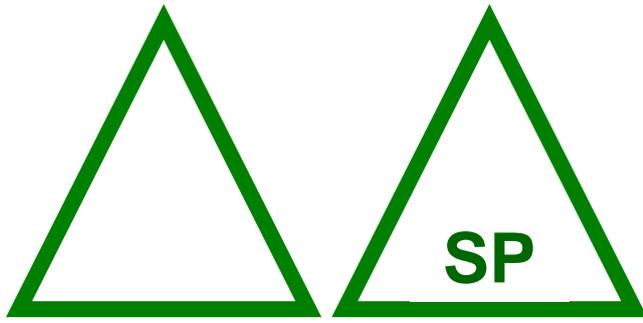
Could you include?

- **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.

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:

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