

Feedback and Marking Policy

Date Approved	Summer 2023	
Signed	Kat Umande	(Chair of Governors)
Minuted	10 th July 2023	(Date)
Date of Next Review	Summer 2025	

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: children and teaching staff need to be clear on 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).

The 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

Different forms of feedback and marking

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.

1. Individual live feedback and marking

- Teachers are encouraged to use this as their main means of marking and feedback.
- During the lesson, the teacher and/or learning support assistant 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 feedback

- Teachers will use the information they have obtained from looking at work and talking to pupils to feedback to the whole class as appropriate.
- This could be during the lesson if they have noticed something e.g. a common misconception or error or at the beginning of the next lesson.

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 a 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 our writing 'ingredients for success'). 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 used to acknowledge work and for teachers to ensure they have an oversight of children's outcomes.
- Not every child's work needs to be looked at every time, neither does all the work the child has produced. However, teachers need to be confident through their activities (including live marking) of their knowledge of the standard of work children have produced (including presentation, spelling expectations, as well as in relation to the learning objective).
- A tick next to the key learning or at the end of the work can indicate that it has been looked at but is not always necessary.

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

- Teachers will need to spend more time looking at children's work at appropriate times. This will often be at the end of a unit of study, for example, the extended writing at the end of a unit when teachers will tick against the 'ingredients for success'.

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

Ensuring high standards in grammar, spelling and presentation

Spellings and grammatical errors that children should know should be mainly addressed during live marking.

Teachers will know their class and will know which children need extra input to ensure they are rising to expectations in these areas and having any gaps addressed. Teachers will use their own professional judgement as to the best way to do this. For example, they may ensure they look at certain children's books more regularly (probably daily, but at least once a week) or take a random sample of books each lesson to look more closely at.

Pen colours

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 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. 'Wow moments' are recorded on Tapestry and shared with the parents weekly.

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

P – shows how a child was prompted

S – shows where and how a child was given support in written tasks.