



Feedback and Marking Policy

Kenilworth Primary School

Our Vision

'High Aspirations Today, Inspiring the Leaders of Tomorrow.'

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At Kenilworth, 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 of workload implications of written marking and of the research surrounding effective feedback. As part of this process the staff unpicked previous policies, including areas that were supporting children's progress and those that had minimal impact, we researched examples of good practice at other schools and developed a feedback policy that we feel has the most impact on children's progress and learning at Kenilworth.

The Education Endowment Foundation research (June 2021) shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Focus on the task, subject and self-regulation strategies, providing specific information on how to improve.
- Encourage and support further effort.
- Be delivered using different methods, e.g., written marking and verbal feedback.
- Be provided during, immediately after and some time after learning.
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.
- Focus too, on when things are correct – not just when they are incorrect.

The school has taken on board these findings alongside guidance from other educational experts when producing the following key principles and policy. This policy is reviewed annually because of the changing nature of feedback and marking.

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 where they are accessible to students according to age and ability;
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms alongside written comments (mini-plenaries/verbal feedback);
- Children can receive feedback either within the lesson itself, in the next appropriate lesson or as an individual or small group intervention.
- 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, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
- All work in books should be acknowledged by the class teacher in some form.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

Feedback in Practice

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:

Immediate – at the point of teaching

- Includes teacher gathering feedback from teaching, including mini whiteboards, book work, etc.
- Takes place in lessons with individuals or small groups
- Verbal feedback is given to pupils for immediate action at the point provided
- May involve use of a teaching assistant to provide support or further challenge
- May re-direct the focus of teaching or the task
- Lesson observation/learning walks
- Some evidence of annotations and use of marking code
- Mini-plenaries

Summary – at the end of a lesson/task

- Takes place at the end of a lesson or activity
- 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
- In some cases, may guide a teacher's further use of review feedback, focusing on areas of need
- Lesson observation/learning walks
- Timetabled pre- and post-teaching interventions based on assessment
- Some evidence of self and peer-assessment

Review

- Takes place away from the point of teaching
- May involve written comments/annotations for pupils to read/respond to
- Provides teachers with opportunities for assessment of understanding
- Leads to adaptation of future lessons through planning, grouping or adaptation of tasks
- May lead to targets being set for pupils' attention, or immediate action
- Would take place at least once in every learning cycle for maths and English
- Whole class differentiated feedback at the beginning of the next lesson
- Written comments for the children to respond to and appropriate responses/action
- Adaptations to teaching sequence's tasks when compared to planning
- Use of annotations on planning to indicate future groupings

Marking Code

- All teachers to use green pen. Spellings highlighted in yellow highlighter.
- Children respond to feedback and edit in red pen.

Indicated on learning intention sticker/next to written learning intention in Key Stage 2	
VV	Learning intention has been met.
V	Learning intention has been partially met.
.	Learning intention has not been met.
PA	Peer Assessment
SA	Self Assessment
I	Independent
S	Supported work
SP	<p>You need to correct your spelling.</p> <p>KS1/EYFS/Where appropriate – highlight the spelling in yellow and write at the bottom of the page for children to write 3 times, before correcting.</p> <p>Not all spellings need to be corrected. Teacher judgement should be used and would normally be linked to the age expected spellings/vocabulary for the year group or level of ability of the individual child.</p> <p>SP next to incorrect word (Years 3 and 4) SP in margin (Years 5 and 6)</p>
P	<p>P next to incorrect punctuation (Years 3 and 4) P in margin (Years 5 and 6)</p>
^	You have forgotten to write a word here.
//	You should have started a new paragraph.
VF	Verbal feedback given
~~~~~	<p>Could you have used a better word/phrase?</p> <p>Does this make sense?</p>
ray	You should have used a capital letter.
so <u>S</u> he said	You put a capital letter in the wrong place.
It's a cat	You used the wrong/missing punctuation.
It's a @dog.	You don't need this word.

- ‘Live Marking’ should take place as much as possible
- Peer assessment should continue to take place
- All books should be marked before the next lesson so that misconceptions can be addressed via small groups, whole-class feedback, individual feedback etc. This will also enable the children to identify and correct their basic skills errors and apply them correctly in future work.
- *Every Piece, Every Time* should be referred to, to support pupils with self-assessment.