



Federation of Kymbrook & Thurleigh Primary Schools

Working in partnership with families to unlock the potential of every individual. Together, we nurture a self-belief and a lifelong passion for learning.

Marking and Feedback Policy

Excellence – Enjoyment – Enrichment – Equality

Version:	September 2021 v.1.2
FGB Approved Date:	
Next Review Date:	January 2023 – Under review and to be completed summer 2023

Principles

Marking and feedback are crucial and integral parts of the teaching and learning process. We believe that this is best achieved when:

- Learning opportunities are carefully matched to support and challenge children at an appropriate level
- The point of the learning opportunity is expressed to the pupil in the child-friendly language of a Learning Objective
- Children are given timely feedback that tell them how they did in relation to the Learning Objective
- Feedback is aimed at developing confidence and skills

In the Kymbrook &Thurleigh Federation, children are involved in the process of marking and feedback. They are encouraged to review their work in the short term, to reflect on their progress in the medium term and become gradually more responsible for improving their own work in the longer term. Children are also encouraged to view, comment upon and value others' work, as well as their own.

The Aims of Marking and Feedback

- To enable progress and raise standards
- To encourage, motivate and support pupils
- To correct errors and address misconceptions
- To recognise achievement
- To inform planning
- To provide information for assessment
- To enable children to reflect on their own progress and achievements

Forms of Marking and Feedback

We employ a range of strategies appropriate to the age and stage of the individual pupil. Teachers should consider first *"What will make a difference to this pupil's progress?"* and then select from:

- Verbal feedback (for practical and written work)
- Thorough marking ('thorough' does not mean 'lengthy')
- Acknowledgement marking (a simple check of work, tick, date and/or indication of verbal feedback given)
- Self-marking
- Peer marking and feedback

General Guidelines for Marking of Books

When to mark

The most effective marking and feedback happens during the lesson itself. Teachers should aim to do a thorough mark with the pupils present, where appropriate. When pupils are old enough to read the teacher's written feedback, it may also or alternatively be effective to thorough mark away from the child.

Who marks

- Teachers mark in accordance with this policy.
- Supply teachers are expected to mark in accordance with this policy.
- Teaching Assistants mark in accordance with this policy.
- Pupils will use self and peer marking in both KS1 and KS2. This will develop pupils' drafting skills as well as their ability to reflect on their learning.

How to mark

In relation to Verbal Feedback and Thorough Marking:

- Feedback should be in relation to the Learning Objective.
- Use ticks for encouragement, dots & underlining for highlighting and errors
- Feedback may also be in relation to the teacher's knowledge of the pupil and the pupil's personal learning targets
- Feedback should include a minimum of one positive comment
- Feedback should identify pupil's errors or misconceptions, which can be expressed as a future target.
- Progress made

Pink pen is used to highlight positive elements and progress made, as in 'Tickled Pink'. Green pen is used to suggest improvements, as in 'Green for Growth'.

In relation to Self-Marking and Peer Marking and Feedback:

- Remind children of the Learning Target / Success Criteria
- Children may use the 'traffic light' system to self-assess — green for 'got it', orange for 'nearly there', red for 'did not understand'. This indicates to the teacher how the child feels when they have completed the task.
- To encourage children to correct or improve their work, the use of purple pens will be used. This will start in Reception and children will develop their editing skills under the guidance of the teacher in the early years, building up to more independent editing by the end of KS1. In KS2 children will further develop their independence and skills in editing spellings, punctuation, sentence structure and grammar.

Pupils Responding to Feedback

It is crucial that children are given time to reflect on the marking and feedback provided.

When children are able to read and write, they should be given time to:

- ask an adult for clarification of the verbal or written feedback
- be given time to return to previous work and respond to feedback

In this way, it is clear that children have understood the feedback and have a mechanism to improve their work at the earliest opportunity.

Key Stage Specific Foundation Stage

- Feedback to children should be predominantly verbal feedback and this is noted on the work or in the books.
- Pink and green pens are used to write comments to inform future planning.

Key Stage 1

- Verbal feedback and Thorough Marking when the pupil is present will be most effective for pupil progress.
- indicates verbal feedback given within the lesson.
- A range of motivational and informative stamps may be used.
- The degree of 'correction' and written comment will depend on the ability of the pupil
- Self and Peer Marking should be introduced at KS1 and practiced to establish and develop pupils' reflection and personal responsibility towards their own learning.
- Written comments may also be prompts to the teacher and provide evidence in Assessment.
- A sticker may be used to show Learning Objective and Success Criteria for the lesson. Children can tick the Success Criteria using the traffic light system to self- assess their performance.

Key Stage 2

- Pupils progress will be impacted by a wider range of marking and feedback approaches.
- Teachers should maintain the principles of efficient & effective, not lengthy marking
- Comments can provide the specific opportunity for pupils to show improvement, e.g. 'rewrite this sentence using the correct punctuation'.
- indicates verbal feedback given within the lesson.
- A range of motivational and informative stamps may be used.
- Children will be increasingly able to recognise and respond to the Success Criteria when self and peer marking; in Lower KS2 this is introduced as a whole class reflection, gradually building to independent recognition at Upper KS2.
- Written comments may also be prompts to the teacher and provide evidence in Assessment.
A sticker may be used to show Learning Objective and Success Criteria for the lesson. Children can tick the Success Criteria using the traffic light system to self- assess their performance.

Upper Key Stage Two:

- As KS2 above as well as this in addition.
- Mark in black to prepare for Secondary transition.
- Children write 'critique slips' stating how they have improved their written work. These are found in the Topic books with their final draft and the learning process can be seen in the English book.

- Extension tasks for foundation subjects will be in topic books. These will be differentiated challenge/question to further develop and extend their understanding.

These codes will be used by all staff:

Symbol	Meaning
V/VF	Verbal feedback/Teacher chat
AS	Adult support
GW	Group work
I	Independent
Sp	Spelling
c	Correction — mainly used in maths work
PM	Peer marking

Individual teachers may use additional codes within their classroom.

Subject Specific

English:

Reading — pupils receive verbal feedback, and give peer feedback during Guided Reading sessions

Writing — pupils receive feedback following the above guidelines for each Key Stage.

Mathematics:

The structure of the Maths curriculum differs from the teaching of Reading and Writing in that it includes mental, written and investigative tasks taught in units of work. This impacts on the way in which teachers provide marking and feedback:

- Verbal Feedback is the main mechanism for ensuring pupils make progress.
- Acknowledgement marking supports assessment & planning.
- A dot next to an incorrect answer indicates to the pupil to try again, if they then answer correctly a 'c' is written to show a correction has been made independently.
- indicates verbal feedback given within the lesson.
- A range of motivational and informative stamps may be used.
- A sticker should be used in KS1 and KS2 to show the Learning Objective and Success Criteria for the lesson. Children can tick the Success Criteria using the traffic light system to self-assess their performance.

Religious Education, Science and Foundations Subjects

Where RE, Science and Foundation Subjects learning (which may be expressed as 'Topic') results in written work, teachers should apply the policy for marking and feeding back about written work — expectations remain consistent.

Monitoring

We will ensure the Marking and Feedback Policy is applied consistently and remains 'fit for purpose' in its impact on pupil progress:

- Part of the monitoring schedule.
- Considered as part of Book Scrutiny.
- Noted during lesson observations.
- In planned moderation meetings both in and beyond school.

Signed: Headteacher

..... Chair of Governors

Date:

Review Date: