



Marking and Feedback Policy

Document Title	Marking and Feedback Policy
Approved by:	KPIA Governing Body
Approval Date:	September 2021
Review Frequency:	Annually
Review Date:	September 2022

Policy Aim:

The aim of our marking and feedback policy is to ensure consistency across the school as well as to enable marking and feedback to provide evidence for ongoing assessment and next steps in learning. We encourage staff to mark and give feedback with the child, wherever possible, in order to provide the child with feedback that will address any misconceptions and move the child's learning forward. We aim to ensure that children's work is acknowledged constructively and appropriately. Through the marking and feedback, children should know what they are doing well, what they need to improve and what the next step in their learning should be. Marking and feedback can be verbal, written or a combination of the two strategies.

Research from the Education Endowment Fund (EEF) (see Appendix 1) supports our Marking and Feedback Policy.

Our marking and feedback will:

- Develop a system of marking which recognises achievement, but also provides information which will enable children to meet targets and progress to the next stage of learning and development.
- Keep children informed about learning expectations, skills and knowledge which they need to improve attainment.
- Ensure that it is seen as a useful tool for evaluation of individual children's work by all members of staff.

The purpose of marking:

- To provide children with clear learning next steps and targets.
- To acknowledge and celebrate the learning and work that the children have completed.
- To provide a record of individual children's achievement and inform next steps and targets.
- To help identify future planning.
- To provide a means of assessment.
- To help children reflect on their work and develop a personal judgment about their work (self-assessment) based on shared learning intentions.
- To provide positive and immediate feedback that the child can use to improve in the future.
- To engage children in metacognition and the learning process so that they have a positive approach to learning.

How do we mark and share feedback?

- All work will be marked with sensitivity to each child daily by the class teacher, teaching assistant or the adult working in the classroom.
- Marking will clearly show whether the learning intention has been met.
- Marking will be verbal, written or using pictorial symbols that are appropriate for the age of the child.
- Marking will be completed alongside the child as much as possible.
- Marking will refer to targets where appropriate.
- Marking will provide a positive comment/symbol as well as showing the child what they need to do in order to improve further.
- All work needs to have a 'Learning Intention' either written by the child or printed on a label.

- A green tick will put by the Learning Intention to show that it has been achieved and a green dot will show that the LI has been partially achieved.
- All work needs to be dated (either by the adult or the child).
- Where necessary, adults will write comments which give feedback linked to the LI and may offer the next step forward.
- At times a tick will suffice, particularly if it is obvious that the LI has been achieved.
- Adults will mark work in green pen, children will use purple to peer mark and make their own corrections.
- We will use agreed school symbols (see below) to ensure consistency and coherence.
- Children will respond to marking where appropriate and will use a purple pen to do this.
- High frequency words/common exception words will be corrected and children will be expected to practice identified word/s at the bottom (a maximum of three words).

To achieve effective marking and feedback staff will:

- Set targets/learning intentions to identify an assessment focus and share these with the children.
- Mark/conference with children present whenever possible.
- Ensure comments (verbal/written/symbols) are positive, constructive and understood by the children.
- Keep marking up to date.
- Give children opportunities to act on the comments made and refer back to the teacher if a comment is written in the child's absence.

What our learners can expect from marking and feedback:

- To be asked to return to their work so that they can improve it, either straightaway or the next day, to address any misconceptions.
- Comments linked to presentation and handwriting.
- To be informed when they are doing well and to be advised when they are not and what to do about it.
- To know what their next steps in learning are.
- To be asked to share excellent work with others.
- To feel proud of their achievements.
- For marking to be consistent across all curriculum areas and year groups / classes.

Marking should consistently acknowledge what a child has done well and what they need to do next either against the LI or the child's own personal target/area for development.

Marking of work (see Appendix 2)

- If marking is not an 'in depth' mark a green v will be used to show the child has achieved the LI and a dot to show it has been partially achieved.
- H – lots of help given / h – a little help given.
- VF – Verbal feedback.
- I – independent (when supported and then does something independently).The adult working with children should initial the work to indicate work is supported.
- Any work not initialed will be totally independent.
- Work is annotated by the adult if it is appropriate e.g. to write above the children's work as they read it back to you.

- Within the children's work, symbols will be used that the children can understand and interpret with independence:
 - VF = Discussed with the child
 - C = correction required
 - Aa – Capital letters missing
 - P in a circle – Missing punctuation

Presentation

- Children should write using an appropriately sized, sharpened pencil.
- Rubbers to be used at the teacher's discretion with rubbing out not being encouraged.
- Mistakes should have one line through them.
- LI written under the date or stuck under the date. The long date will be used in Year 2 in English books where appropriate.
- Book cover and the inside of books will be kept neatly with no doodling or graffiti
- Children should be encouraged to be neat and take pride in the presentation and completion of their work. Teachers should make clear what they expect to see and provide examples of high quality work.

What do we mark?

- All English, Maths and topic work is marked daily using the symbols above.
- Maths work is marked daily in the Power Maths books. Staff will ensure that misconceptions are addressed fully.
- English work will be marked daily following the policy. A minimum of **one** piece of English will be thoroughly marked each week for each child all other work using a tick and initial next to the LI with next steps given as necessary. **In-depth marking will be where a next step is given to the child in order to move their learning forward or to improve an element of their work completed.** Where appropriate in depth marking for English which will include a next step is used more frequently in order to move the children's learning forward. *Time will be provided to allow children to respond to marking and feedback comments provided by the adult from their in-depth marking.*
- All curriculum work must be marked following the policy. Next steps e.g. questions will be provided for children where appropriate.
- Science work will have a written comment for children to respond to at least twice a term.

Monitoring

In order to secure the consistency of achievement of our pupils, marking scrutinies will take place throughout the year by SLT and teachers during dedicated PPA sessions. Marking will also be monitored during learning walks, observations and via pupil voice.

We acknowledge as a school that live marking and feedback can often be the most effective method. All teachers will mark in line with the policy.

Appendix 1



TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING Summary of recommendations



https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/EEF_Feedback_Recommendations_Poster.pdf



Marking and Feedback Codes

- If marking is not an 'in depth' mark a **green v** will be used to show the child has achieved the LI and a **green dot** to show it has been partially achieved. **If a green dot is used we will expect to see future planning, lessons and / or interventions address this for the child to ensure progress.**
- **H** – lots of help given / **h** – a little help given.
- **VF** – Verbal feedback.
- **I** – independent (when supported and then does something independently). The adult working with children should initial the work to indicate work is supported.
- Any work not initialed will have been totally independent.
- Work is annotated by the adult if it is appropriate e.g. to write above the children's work as they read it back to you.
- Within the children's work, symbols will be used that the children can understand and interpret with independence:
 - **VF** = Discussed with the child
 - **C** = correction required
 - **Aa** – Capital letters missing
 - **P in a circle** – Missing punctuation