Effective Marking and Feedback Policy

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Scheduled review date:	March 2025
Statutory or Best Practice policy:	Best Practice
Appendices:	No
School or Trust policy:	School

Meeting your communication needs:
We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01208 841306 or email stkew@kernowlearning.co.uk

Key Principles

- The sole focus of feedback and marking should be to further children's learning.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Written comments should only be used where they are accessible to children according to age and ability.
- Comments should, on the whole, be skill specific to the subject being taught.
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided as part of assessment processes in the classroom, and takes many forms other than written comments (mini plenaries/using a visualiser)
- Feedback aims 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 on future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
- Misconceptions MUST always be picked up on.

Alongside the above, we understand for effective feedback to take place the following must occur:

Children must understand what they are learning

How this is achieved:

- The learning sequence is shared with the children at the beginning of a new unit.
- The learning intention for that lesson is shared at the point where is best for the children.
- Success criteria/marking ladders will be used where appropriate.
- Prior learning is built upon as is known by teacher and pupil through the use of Knowledge Organisers which display the sequence of learning and key vocabulary to be understood.

Children are given opportunities to compare their work with the learning challenge

How this is achieved:

- Children can articulate to peers and teachers their understanding of the learning/task and how it links with the learning challenge and overall sequence.
- Mini plenaries and use of a visualiser or Smart Board enable children to analyse examples of success or improvement and further opportunities to learn from each other.
- Marking ladders/success criteria give children a mechanism for reflecting on the success of their learning.

Children are given opportunities to improve

How this is achieved:

- Children edit their work using purple pen. In Year 1, children use a purple pen to develop this skill and begin editing when it is deemed appropriate for the children. Use of a purple pen is introduced in Year 2 where children are taught to edit small extracts of their learning. Throughout KS2, children are exposed to the full range of editing skills.
- Children are able to explain where they have improved their learning and understanding of their work.
- Planned opportunities for self or peer assessment feature in many lessons.
- Misconceptions are highlighted by the teacher using pink ink – evidence of addressing misconceptions must be visible through the improvement of understanding of the child. This may be achieved through use of resources, deployment of an adult as well as through marking. A code of VF is used to indicate a dialogue has taken place between an adult and a child to develop understanding of a concept.

Feedback and marking 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 these three common stages in the learning process:

- Immediate Feedback – at the point of teaching e.g. verbally one to one, use of a visualiser, mini plenaries, group work.
- Summary Feedback – at the end of a lesson/task, beginning of the next lesson (This can include child led feedback – self and peer).
- Review Feedback – away from the point of teaching including written comments and use of marking codes.

As a school, we feel feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. We place considerable emphasis on the provision of immediate feedback.

Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

The following table shows examples of how feedback looks in practice at St Kew

	What it looks like	Evidence
Immediate	Includes teacher gathering feedback from teaching, including mini whiteboards, book work etc. Takes place in lessons with individuals or small groups. Often given verbally to pupils for immediate action. May involve use of a Teaching Assistant to provide support or further challenge. May redirect the focus of teaching or the task. May include highlighting/annotating according to the marking code.	Lesson observations /learning walks. Some evidence of annotations and use of marking code. Use of visualiser. Mini plenaries.
Summary	Takes place at the end of the 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 observations /learning walks. Timetabled pre- and post-teaching based on assessment. Some evidence of self- and peer-assessment. May be reflected in selected focus review feedback (marking).
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' future attention, or immediate action.	Whole class differentiated feedback at the beginning of the next lesson. Acknowledgement of work completed. Written comments and appropriate responses /action. Adaptations to teaching sequences tasks when compared to planning. Use of annotations on planning to indicate future groupings.

Kernow Learning

CORE Marking Code

Green ink = Child has successfully self-assessed or corrected an error/made an improvement
Pink = Error or correction needs to be made
Purple = Child's response to marking to progress/improve
All the following symbols will be explained and shared with pupils regularly and pupils will be encouraged to explain what these symbols mean to others.

In addition to the core marking code, teachers may use other symbols when marking pupils work as part of the success criteria for that lesson or piece of work.

Marking Guidance
This guidance is shared with each class (Newton – one copy per group, Armstrong – one between two and Einstein – one each) and is explained to the child at the beginning of each term.

St. Kew ACE Academy

Marking Guidance

Pens:

Pink Pen: Pink Think!

Green Pen: Great work!

Purple Pen: Marking response

HLTA taught: To put initials

Supply: To put initials

Peer: To put initials

Marking Codes:

T	Worked in a group with Teacher
T+	Extra support given
TA	Worked in a group with Teaching Assistant
TA+	Extra support given
I	Independent
//	New Paragraph

✓	Well done
✓✓	WOW!
sp	Spelling
g	Grammar
∧	Omission
◯	Punctuation
.	Have another look