



# Marking & Feedback Policy

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Prepared by Jo Payne February 2020

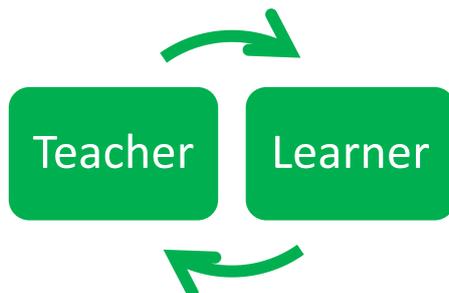
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1.0	February 2020	P&C Ctte	Spring 2023	

## **Feedback at Kingslea**

This policy aims to set out how teachers and pupils engage in feedback. Feedback is how pupils know how well they are doing and how teachers know how well their pupils are doing. Feedback is a vital part of the teaching and learning cycle as, without it, teachers do not know what the children need to learn next and children do not know what they need to do to improve.

At Kingslea, we recognise that feedback is a loop between the teacher and the learner:

*Regular and specific improvement points  
are used to close the gap in learning  
so that learning is relevant.*



*Teaching is adjusted taking into account  
pupils' responses and achievements  
so that teaching is responsive.*

We follow these four key principles to ensure that feedback is effective for both the teacher and the learner:

1. Feedback must always be useful and have a purpose for the teacher, the learner or – preferably – both.
2. Feedback must be specific, accurate and clear.
3. Feedback to pupils is most effective when it is immediate and verbal.
4. The time taken for teachers to complete any written feedback must be appropriately balanced with the impact it will have on children's learning.

With this in mind, it is important to state that the majority of the feedback which takes place at Kingslea will occur in lessons and will not be evidenced in any way. This feedback is intrinsic to lessons at Kingslea and is nurtured early in teachers' time in the school: teachers continuously adapt their teaching, including any explanations, modelling or questioning, based on the feedback they receive through pupils' responses or their achievements. Similarly, teachers continuously discuss learning with pupils and provide ways in which they can move their knowledge and understanding of a concept forward. The greater the input from adults live marking, conferencing, instant feedback, mini-inputs et in the classrooms, the less post lesson marking there will be.

## **Marking**

All and any types of marking can be completed live (in the lesson) or after the lesson. With regards to written feedback, the following principles and strategies will be used:

- All worked to be at least acknowledged\* by an adult.
- One piece of work from maths will be deep marked\* on average once a week per child over the course of the term.

- One piece of work from writing will be deep marked\* on average once a week per child over the course of the term.
- One piece of work from reading will be deep marked\* on average three times each half term per child.
- One piece of work from each foundation subject will be deep marked\* each term.
- Learning Journeys will be reviewed by the teacher and the child each term.

\*See definitions for and examples of these words below.

If required:

S – Support was received by adult during the lesson

I – Independent work produced by the child (for a child who was working with an adult but produced this work independently)

V – Verbal feedback given by an adult

Across the school, a **pink** pen indicates good techniques and a correct response, a **blue** pen indicates something to improve or a question to respond to, and a **purple** pen indicates a pupil has marked a piece of work or completed some editing or proof-reading. For every **blue**, try to ensure you have a **pink**. This support consistency across the school and highlights particular areas for pupils, teachers and other stakeholders.

### **Spellings and punctuation**

A variety of written strategies will be used to support pupils' spelling on work across the curriculum. As spelling needs and mistakes are often individual, it is important incorrect spellings which children *should* know (including statutory words and patterns from previous year groups) are picked up and addressed on children's work in all subject areas. For most children this would be a maximum of three words, across a piece of work. However, if misspelling is due to lack of effort, teachers can use discretion.

Teachers could:

- Write the word and ask children to repeat it.
- Give the first few letters and tell children to look the word up in a dictionary.
- Give some of the letters and ask children to fill in certain letters/sounds.
- Give the root word and ask children to complete the prefix/suffix.
- Give the word with different grapheme options and ask the child to choose the one which looks correct. We call this technique 'Best Bet'.
- Underline the part or sound of the word which is incorrect for the child to correct.
- Underline the whole word which is incorrect for the child to correct.
- Put sp in the margin to indicate an error in a line for a child to find. (Alternatively, tell children how many errors in a paragraph for them to find).

Statutory word lists available from the current and previous key stages, and dictionaries, will help with this.

Similarly, capital letters and full stops need to be picked-up across the curriculum.

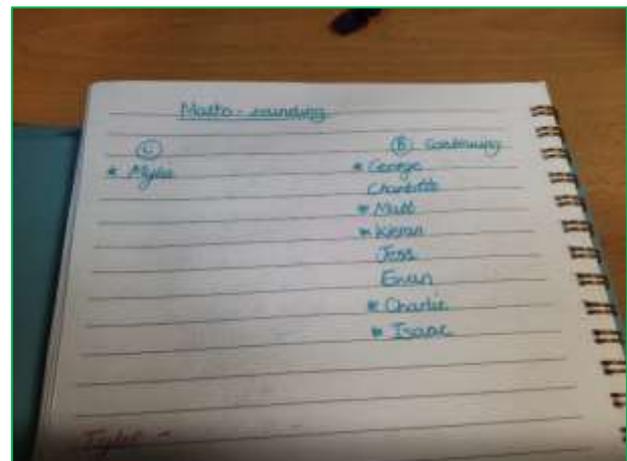
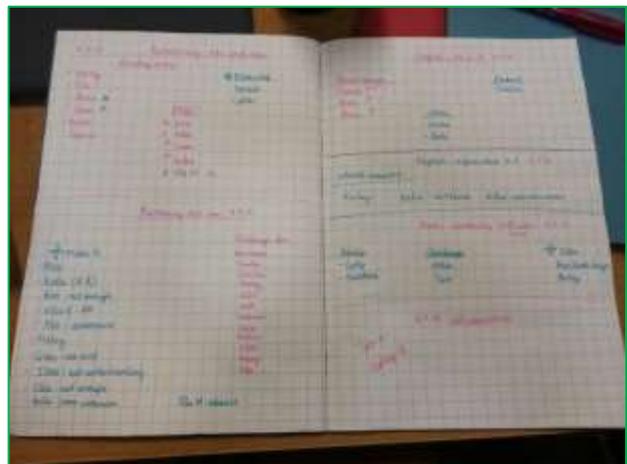
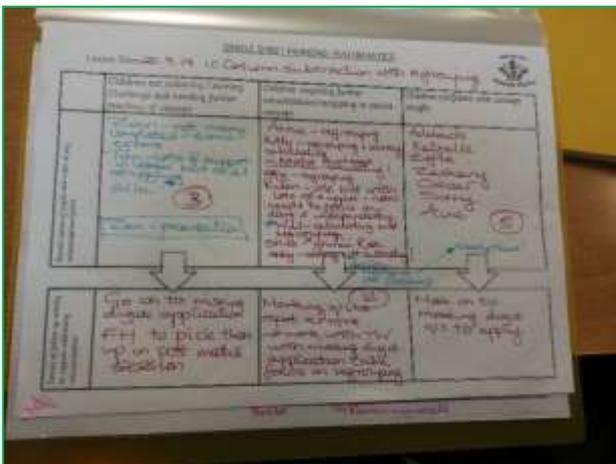
### **Making it manageable**

Teachers use the following strategies to ensure that written feedback does not take up too much time:

- Collect the books open on the page to be marked.
- Print response questions on labels or a photo sheet and stick these in, instead of writing the same comment out over and over again.
- Decide which lessons will be acknowledged and which will be deep-marked on the weekly lesson plan. Make a timetable of when you will mark certain pieces to help you stay up-to-date.

### Whole Class Feedback

Teachers are forever receiving feedback from pupils about how they are doing and around misconceptions, errors and mistakes. Much of this feedback is used and acted upon immediately and verbally. When work is looked at after a lesson, often there are issues to deal with as a whole class OR notes to take to help the teacher remember the feedback they've received. For this, teachers use a variety of structures and strategies in a Feedback Notebook. This book collates the notes which will feed forward into the next lesson for the whole class, groups and individuals. Time is saved as teachers don't need to write the same comment over and over again, correct the same spelling time and again or spend a long time writing an explanation: they simply note down what they need to discuss/explain/model with the whole class, groups or individuals, and spend their time planning this in for the next lesson.

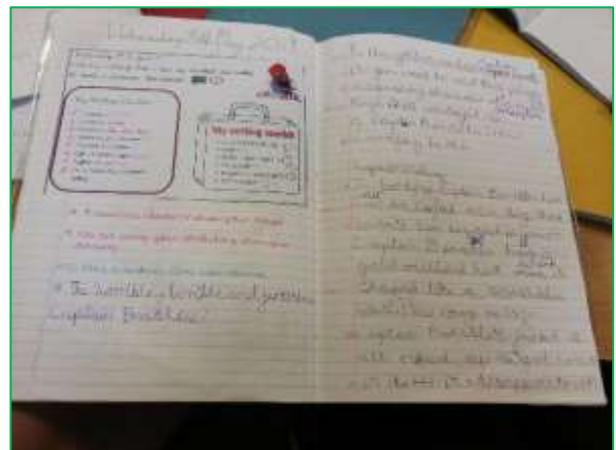
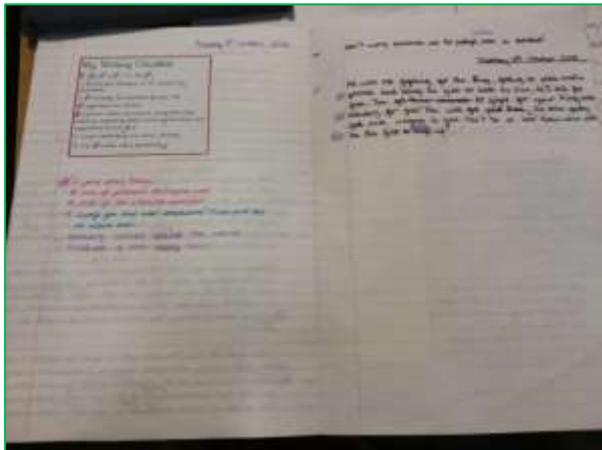
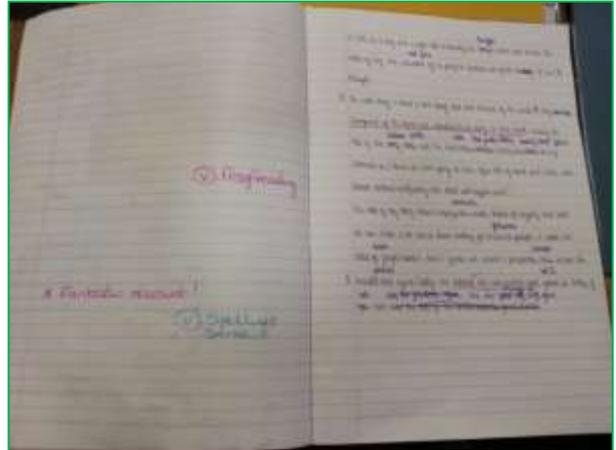


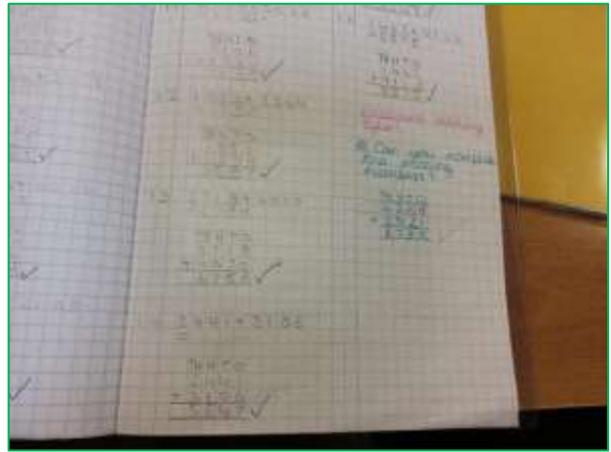
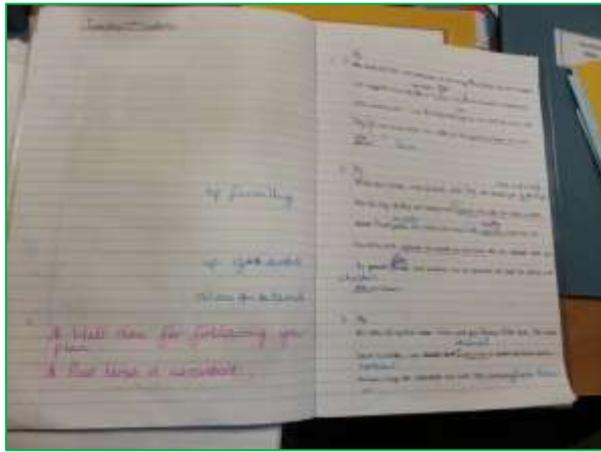


## Deep mark

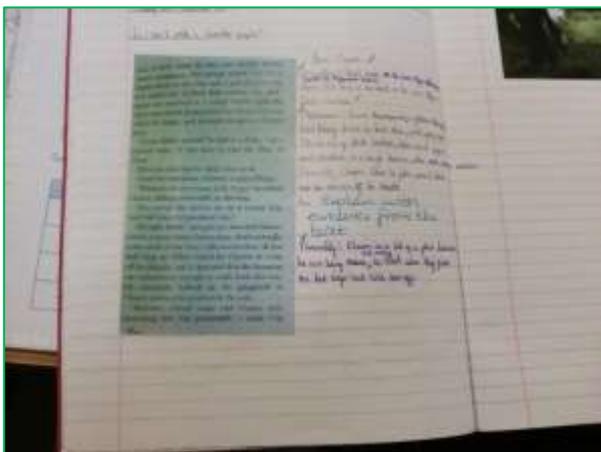
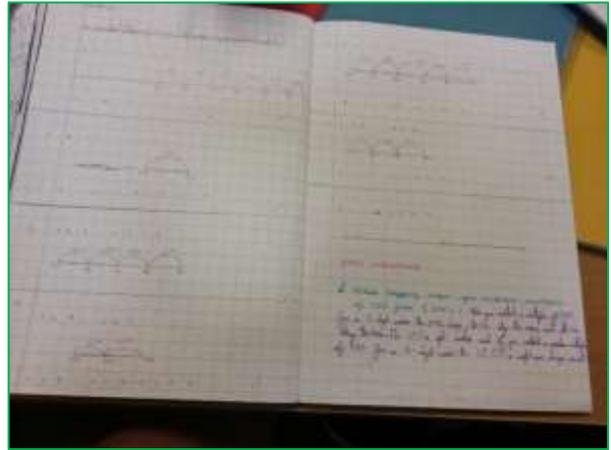
All children will need to respond to the deep mark.

- Writing - greater focus beyond spelling and punctuation in a child's writing. E.g. in writing sense, word choice, editing, redrafting.
- Maths – greater focus beyond a simple answer. E.g. a reasoning question, something to explain.
- Star and a wish (tends to be away from the lesson)
- An extension question









### Marking Codes and Procedures used

p (punctuation)	○ Around the incorrect punctuation with a 'p' in the margin
sp (spelling)	Mark against taught objectives and high frequency words.
?	Does not make sense
^	Word missed out
	Use a thesaurus
✓	Correct answer
•	Incorrect answer (rather than a cross)
//	New paragraph
~~~~	Grammar needs checking
	'A star' indicates a positive comment/how well the Success Criteria have been met
	'A wish' indicates a targeted area for development/next steps/follow up work

- V Verbal feedback was given
- S Completed with support
- I Completed independently