



Diocese of Norwich  
Education and  
Academies Trust

# Kessingland Church of England Primary Academy

## Marking and Feedback Policy

<b>Policy Type:</b>	<b>Academy Policy</b>
<b>Approved By:</b>	<b>Local Governing Body</b>
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<b>Person Responsible:</b>	<b>Head Teacher</b>



## **General Policy Roles and Accountabilities**

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Head Teacher. The Head Teacher of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

## Understanding Feedback – The Big Picture

*Feedback is an ongoing dialogue between learners and teachers – **responding** to each other in order to effectively move learning on.*

Feedback works effectively in a plan, do, review cycle.

**Learners respond** to planned tasks in the way they carry them out. They are provided with planned opportunities to **evaluate and feedback** about their learning throughout the lesson through:

- self and peer assessment,
- class, group and 1:1 discussion with peers and teachers,
- completing and handing in written representation of their learning.
- responses to planned opportunities to **respond** to written marking feedback as part of the ongoing dialogue.

**Teachers respond** by planning and further adapting learning tasks on an ongoing basis according to previous learning and feedback from learners. Teachers **respond by evaluating and feeding back** through:

- live ‘marking’ or response during the lesson
- listening to the outcomes of planned opportunities for learners to evaluate and feedback,
- class, group and 1:1 discussion
- continuing the ongoing dialogue by written marking and feedback that prompts next steps and informs what they plan next.

**Feedback** thrives on error – for all levels for attainment. Making mistakes and learning from them needs to be promoted within the culture of the school, and classrooms. Pupils need to view errors as natural and useful. Without them, and without quality feedback about them, it is difficult to learn and make progress.

**Feedback** is what teachers should spend their time actively looking to give whether it is verbal or written.

**Feedback** in the form of evaluating the impact of their practice on pupils learning is what teachers need in order to modify their future instruction. Teachers need to observe the use of their feedback to monitor the impact of their advice.

See Appendix – Using marking and feedback for full impact. Most marking needs practical consequence for the learner, i.e. it has to require some subsequent action; this document explains the types of options and strategies which can be employed.

## Feedback Marking

The audience for all feedback is first and foremost the learner and it is important that they are able to access the feedback independently. Depending on the learner (e.g. age) it may also be to inform a supporting adult. Consider the effort and time taken on the part of the teacher in relation to the impact on learning.

Feedback...	
<ul style="list-style-type: none"><li>• <b>should be related to the learning objective and / or success criteria</b></li></ul>	Feedback needs to be focused, specific, objective and clearly related to the learning objective.
<ul style="list-style-type: none"><li>• <b>can be given before, during or after a session</b></li></ul>	Feedback needs to be given as quickly as possible. The speed at which it is given beats the strength. Small and simple is best.
<ul style="list-style-type: none"><li>• <b>focuses on positives</b></li></ul>	Pupils need to know what they are doing right (more than what they are doing wrong) so they can repeat it and apply it in new settings.
<ul style="list-style-type: none"><li>• <b>describes the solution</b></li></ul>	Pupils need specific and actionable things that can do to make progress and improve. Examples can help.
<ul style="list-style-type: none"><li>• <b>should be planned to come in a range of formats</b></li></ul>	<ul style="list-style-type: none"><li>• detailed, written teacher feedback (including points for improvement that are acted upon)</li><li>• verbal feedback (individual, group or class)</li><li>• self-assessment</li><li>• peer-assessment</li><li>• all other work initialled / ticked /stamped to show it has been used by the teacher to inform the learning in the next session</li></ul>
<ul style="list-style-type: none"><li>• <b>teaching assistants (and other adults) are expected to give the same quality of feedback as teachers</b></li></ul>	TAs should also record the level of support given. 1:1 support should be clearly recorded to show it was not done independently.
<ul style="list-style-type: none"><li>• <b>needs to be given the opportunity and time to be understood and acted upon</b></li></ul>	Pupils to be given time to do this within sessions. They should see this as a key part of the learning process and the outcomes need to be recognised, valued and monitored by the teacher.

At Kessingland Church of England Primary Academy, we aim to ensure that all marking is **motivating, meaningful** and **manageable**. Foundational and conceptual learning can be responded to using different strategies to prompt independency and develop deeper thinking.

- **Foundational Learning**

Response code (see below and Appendices) is used to prompt practice/self-correction and develop accuracy and fluency in foundational skills.

Depending on the learner, the independency is varied e.g. pupil is asked to correct 3 spellings and must check work to self-correct or spelling code is used in the margin to point to area of correction needed or word is underlined and spelling code is used.

The expectation is that something will be done as a result of giving feedback. In this way pupils need to practise putting feedback to use as quickly as possible, rather than just getting it.

- **Conceptual Learning**

In responding to conceptual learning, comments and questions will be used to promote further ideas and deeper thinking and learning.

Responses should include the following learning behaviours:

- Can make suggestions about how to improve their work
- Can assess their own learning and plot or predict their next steps
- Respond to written feedback and act on it
- Make appropriate choices on how to consolidate or extend their learning.

Comments which need to elicit a response should not invite a closed answer. Use imperatives rather than 'can you..' e.g. explain, list, complete, convince me, show three...

- **General**

- Adults will ensure responsive marking is completed by initialling in green ink when a child has corrected or edited their work.
- House points (Dojo points) are awarded for effort and attainment and are denoted by a star.
- Smiley faces and targets are used in KS1 and KS2 respectively to allow children to reflect on their learning at the end of the lesson. Teachers will show where the learning was only if it differs from the child's perspective.
- E.g. a child crosses to show 'did not understand', yet work shows complete understanding.

At Kessingland Church of England Primary Academy, we recognise that the frequency, type or volume of marking and feedback will primarily depend on the needs of individual groups and ages of children and the subjects and learning being promoted. We believe that each teacher must judge how to ensure marking and feedback, for any given piece of work, can most effectively promote next steps in learning.

## Appendix 1

### Using marking and feedback for full impact

Marking and written feedback takes teacher time, and needs to make an impact if it to have maximum value.

To ensure this, most marking needs practical consequence for the learner, i.e. it has to require some subsequent action.

The nature of this action can be summarised by the following options and suggested strategies. The frequency of strategies is suggested, though this needs to suit the task and pupils.

Action directed by marking	Strategies
<p><b>Correction</b></p> <p><i>Frequent strategy</i></p>	<ul style="list-style-type: none"> <li>• Use a different colour pen for corrections so that the changes can be seen and checked easily</li> <li>• If errors are seen during the lesson whilst pupils are working, give the pupil a piece of card and, if necessary, tell them the nature of the error. They then make the correction in a different colour and insert the card in their book. When you mark you can see you asked for a correction and see whether it was made.</li> <li>• At times the TA might become the ‘error finder’ to turn this into a game – seeking opportunities to give cards to pupils. This motivates them to avoid receiving one!</li> <li>• Correction takes time, so enough must be allocated on the next day / at the beginning of the related subsequent lesson. This is a worthwhile use of time. For pupils with no corrections – combine with other strategies below so they are purposefully engaged.</li> </ul>
<p><b>Editing</b></p> <p><i>Frequent strategy</i></p>	<ul style="list-style-type: none"> <li>• Be very specific about what you want the pupil to edit, e.g. <i>find three adjectives and replace them with more powerful words.</i> Again, complete editing in a different colour to make it visible.</li> <li>• In writing, plan ahead for significant editing by writing on every other line occasionally. This leaves plenty of clear space for editing.</li> <li>• Think about getting pupils to edit and improve each other’s work and then giving them opportunity to reflect on how much their partner has improved it.</li> <li>• Examples of editing instructions might include: <i>changing adjectives, adding description, changing sentence openers, inserting clauses, changing conjunctions etc</i></li> </ul>
<p><b>Redrafting</b></p> <p><i>Occasional strategy</i></p>	<ul style="list-style-type: none"> <li>• Ask pupils to redraft specific part of their work, e.g. <i>a specific sentence or paragraph.</i> This can normally be added after the initial piece.</li> <li>• Ask pupils to redraft a sentence or paragraph from someone else’s work. This focuses them objectively as they have to appreciate the meaning intended to change it. Compare outcomes.</li> <li>• Ask pupils to self assess against success criteria and then improve their work as a result in a different colour.</li> <li>• In maths, ask pupils to solve a calculation or problem using a different strategy.</li> <li>• Clearly, the time allocated will depend on the nature of the task.</li> </ul>

<p><b>Extending</b></p> <p><i>Occasional strategy</i></p>	<ul style="list-style-type: none"> <li>• Writing can be extended in different ways. Pupils might <i>add a paragraph to include new content or change and extend the ending</i>. Most extending activity needs to be planned in at the start of the work so that the opportunity is guaranteed from the outset.</li> <li>• Consider setting a puzzle or problem that requires pupils to apply the focus skills in a different way.</li> <li>• Ask pupils to suggest where they could go next in their work and to explain their thinking.</li> <li>• Refer pupils back to the previous ‘green for growth comments and use them as a focus for this piece of work. Acknowledge this in marking when it is successful.</li> </ul>
<p><b>Application of skills in subsequent work</b></p> <p><i>Frequent check by teacher, and rare strategy if not effective</i></p>	<ul style="list-style-type: none"> <li>• This is the most common form of marking feedback, e.g. <i>Don't forget your capital letters, Please use question marks etc</i>. If they don't require any of the actions above we are hoping that pupils will remember to apply them another time. This rarely happens. Look through your pupils' books to see if they do apply your advice. If they don't, use the strategies above.</li> <li>• Try giving pupils differentiated lists of skills they are expected to get right in subsequent work.</li> <li>• Make a deliberate focus on the application of literacy and numeracy skills in other subjects.</li> <li>• Ask pupils to set themselves writing success criteria when they are writing in other subjects.</li> </ul>
<p><b>Reflection and self awareness</b></p> <p><i>Frequent strategy</i></p>	<ul style="list-style-type: none"> <li>• Marking and feedback can prompt pupils to reflect and evaluate their own work. At times this might be linked to a written outcome, e.g. <i>self or peer assessment against success criteria</i>. At other times it might be linked to discussion between pupils and shared suggestions as to how to improve. This discussion might be ‘private’ or outcomes might be shared around the class.</li> </ul>

Other strategies:

**‘Just enough’ help**

Assessment for Learning is about ‘closing the gap’ between what a child can do now and the desired next step.

Learning will be most effective and motivation most enhanced where you give the least additional help necessary to enable the pupil to succeed. Think about the range of prompts or supports you can give. Some suggestions are made below that run from light to strong:

- A question that might cause the pupil to reflect;
- Referring to a source;
- Offering a model;
- Demonstrating.



### **Help pupils to compare present and past work**

Take time out of a lesson and ask pupils to compare pieces of recent and past work done under similar conditions. It will work best if there is an interval of a half a term to a year in between. Give the pupils a small set of criteria to compare the assignments that link in with your learning objectives. Ask them to identify what they can do now that they could not do well then and then what they could do next that would move them still further forward. Share observations with the class.

The aims are to deepen pupils' understanding of what successful learning looks like and clarify for them what they could learn next. This is a skill for life, not only for assessments. It is also an opportunity to celebrate progress and build self esteem.

### **Mark with the class**

Display on an interactive whiteboard or visualiser an example of an anonymous piece of work. Outline the learning intentions or goals that you are looking for in the example. Describe aloud the processes you are applying and invite the class members to discuss and offer their opinions. Focus on no more than three criteria and keep the activity fairly short, so it will keep its novelty for use at a later date.

### **Get feedback on your feedback**

This strategy will help you to improve your marking and reinforce pupils' responsibility to make use of it. It can be done in a variety of ways from a formal questionnaire to buzz groups. The central criterion is always the effectiveness of feedback in helping learning.

How do pupils use the feedback they are given?

What would your pupils like more of / less of?

What kind of comments help best?

Would some pupils like feedback on particular issues?

You may need to remind pupils that whatever is done needs to take no longer, the aim is improved marking - not more marking!

### **Start a learning conversation through the pupils' books**

At the conclusion of a marked piece of work, when you have given some next step feedback, add a prompt in a box for the pupil to write in.

You can ring the changes-

How could you practice the skill I have described?

How will you..... ?

What do you think your next step is in....?

If you were helping someone else to...what would you tell them?

What would make it easier for you to....?

Ask the pupil how they got on with their suggestions and read and respond to their comments the next time you mark.

## EYFS & KS1 Marking and Feedback

10.07.18  
WALT - add 2 digit  
numbers  
**I G T**

Each piece of work will have a WALT label and date. In Year 2 pupils will be expected to start writing their own WALT.

**WALT** You've met the learning

WALT You're working towards meeting the learning

**I** The pupil worked independently to complete the task

**G** The work was completed as a guided activity

**T** The work was completed with some support from the Teacher/TA

**✓VF** Teacher/TA feedback given and initialled.

All symbols are written to the side of the error (in the margin if there is one).

**P.** Punctuation including capital letter errors.

**S.** Spelling.

**V.** Improve vocabulary choice.

**Gr.** Grammar error

**R.** Number/ letter reversal

## What do our KS2 marking symbols mean?



- U.** Underline
- Cap.** Capital letter missing
- FS.** Full stop missing
- P.** Any other punctuation errors
- S.** Spelling error
- //** New paragraph needed
- ^** Something has been missed out
- You've met the learning
- You're working towards meeting the learning
- (S)** Support prompted by adult in the lesson
- ✓ AB** Teacher/TA feedback given and initialled.



Don't forget:

**GREEN is great!**  
**PINK for think!**  
**PURPLE for polishing!**



- ✓ Respond to the marking symbols
- ✓ Initial the green comment
- ✓ Check your learning – how did you do?



<p style="text-align: center;"><b>Kessingland CofE Primary Academy</b> <b>Guidance to support Marking and Feedback: Maths</b></p>
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**Maths No Problem Workbooks:**

- Work must be dated
- Ensure children have correctly completed all work in MNP Workbook before they move on to Dive Deeper Challenges
- Provide green biro if the children “self-mark”
- Work must be marked using a green biro (no highlighter pens) and a small tick when it is correct and a pink dot when it is not. Children respond using purple biro or pencil in KS1
- Same Day Intervention stamp to be used next to the question in the Workbook when the SDI begins (see example in Appendix).

**Dive Deeper Blue Exercise Books:**

- Work inside these books needs to be marked (see example in Appendix)
- Work must be dated
- Ensure that children respond to the marking in Dive Deeper books.