



KSM Marking and Feedback Policy

Kington St Michael CE Primary School

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At Kington St. Michael, we recognise the importance of feedback and marking as part of the teaching and learning cycle.

Our feedback policy is underpinned by the evidence provided from the Education Endowment Foundation and their recommendations on teacher feedback to improve pupil learning. Our marking and feedback policy aims to build on these three key recommendations:

1. **Laying the foundations** – teachers will provide quality first teaching where clear learning intentions and opportunities for formative assessment are considered and embedded. This enables feedback to be timely, specific and relevant.
2. **Appropriately timed feedback will focus on moving the learning forward** – feedback will address specific gaps, be task and subject specific and move the learning on.
3. **Planning for how pupils will receive and use the feedback** – learners are encouraged to welcome the feedback; mistakes are celebrated and pupils are given the opportunity to use the feedback in order to have impact.

Methods and strategies used

- Learning intentions and success criteria are shared with pupils and exemplified throughout the sequence of lessons.
- Whenever possible, work is marked with the child in the moment and used as a focus for discussion about their development, progress and future targets.
- Verbal Feedback at the point of learning has the greatest impact on pupils learning and understanding.
- Written feedback is specific to the task, subject or self-regulation and is used with teachers' professional judgement.
- Peer feedback provides high impact on learning progress and is used to support pupils' confidence and self-regulation.
- Time is given to reflect on learning and respond to marking; this is done in an age-appropriate way and may look different in KS1 and KS2.
- Positive feedback is important and teachers celebrate success through both written and verbal communications.

- Individual pupil Targets are stuck in the front of Maths and English Books, reviewed, highlighted and updated in line with our assessment points during the year.
- Feedback should be written in the appropriate language for the child's age and ability
- Feedback should always be written neatly and in joined writing to model expectations
- Writing is levelled and annotated for teacher information termly and data updated on Insight tracking.
- Other helpful annotations concerning support required or areas of difficulty/strength may be added to work where appropriate

Feedback of spelling, punctuation and grammar

Incorrect spellings, punctuation or grammar linked to the learning intention are marked with a dot to make the child aware of a mistake, and give the child the opportunity to correct the error, without erasing the first attempt. Children should write their next attempt above or beside the initial answer.

Incorrect spellings are corrected using teacher's judgement. Not all mistakes will be corrected in one piece of work. Marking is linked to the learning intention. In addition, key topic vocabulary, known common exception words, high frequency words, spelling patterns and GPCs will be marked.

Marking in Mathematics

Marking in maths focuses on ensuring pupils have a secure grasp of the concept being taught. Where possible, live marking is carried out during maths lessons in order to identify misconceptions and address them immediately. Marking must focus on identifying whether an error is just a simple slip or a misconception demonstrating a lack of understanding. For slips, teachers use a dot to identify the mistake and encourage pupils to correct them. If errors demonstrate a misconception, the teacher will work with pupils 1:1, in small groups or as a whole class to address the difficulty.

Where pupils have shown a secure grasp of the concept, live marking also gives pupils the opportunity to deepen their learning through challenge and extension questions.

Peer Assessment

This is used to encourage the learner to think about and be aware of the learning journey. It is essential that the learner understands the success criteria and learning intention. In order to be successful, peer assessment we ensure there is always:

- A clear purpose
- A supportive safe environment
- Clear knowledge of the learning intention and success criteria
- A tight focus
- Use of key stem sentences to support (E.G: I liked... I noticed.... Next time... You should be proud of...)

Self- Assessment

Self-assessment is an important part of our feedback policy as it helps pupils to take greater responsibility for their own learning. When pupils check their own work, they are encouraged to spot errors, correct misunderstandings and reflect on their progress. This process supports independence, builds confidence and helps pupils to remember key knowledge and skills more effectively. Self-assessment should be guided by clear success criteria or teacher modelling, so that pupils know what to look for and how to improve their work.

Appendix 1

Principles		Methods		Implementation
1	Lay the foundations for effective feedback 	• Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. • High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).		
2	Deliver appropriately timed feedback that focuses on moving learning forward 	• There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. • Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. • Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.		
3	Plan for how pupils will receive and use feedback 	• Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. • Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.		
4	Carefully consider how to use purposeful, and time-efficient, written feedback 	• Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. • The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. • Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.		
5	Carefully consider how to use purposeful verbal feedback 	• Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. • However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.		
6	Design a school feedback policy that prioritises and exemplifies the principles of effective feedback 	• Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. • Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.		