



# Effective Marking and Feedback Policy

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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 01326 573187 or email [wendron@kernowlearning.co.uk](mailto:wendron@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 take many forms other than written comments (mini plenaries/using 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 visualiser or SmartBoard 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 red pen. In Year 1, children use a red pencil to develop this skill and begin editing in the summer term. Use of a red 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/understanding/work
- Planned opportunities for self or peer assessment feature in many lessons
- Misconceptions are highlighted by the teacher using purple 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 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**

Pupils, in the main work in three groups, those in blue triangle work with a TA, those with green triangle learn with the teacher. Feedback and correction of misconceptions is taken care of in the moment whilst working with the children. Any children that still do not understand the learning are recorded on the distance marking sheet (DMS).

The remainder of pupils are signified by a red triangle they learn independently. Their learning is then checked as soon as possible after the session, any misconceptions recorded are marked on the DMS. The DMS is used by the teacher to inform planning for the next session.

There may be sessions where children on the red triangle struggle in a lesson, the adult supporting should write in green or blue and put a triangle in the margin where they have intervened.

Triangles should be drawn by children at the start of the lesson in the top left hand corner of their page.

**CORE Marking Code**

**My lovely learning**



I completed my learning with my class teacher.



I completed my learning with a teaching assistant or other grown up in my class.



I completed my learning independently.



I completed my learning independently, I understood it.

I completed my learning independently, I need to see my teacher for help.

My learning is amazing- I need to show Mr Oakley.



This part of my learning is really good.



**Self-assessment**



I understood my learning.



I understood some of my learning but I need a little help.



I need some more help with my learning.

Children edit their learning in purple so improvements can be identified easily.