



Kensworth CE Academy

Marking and Feedback Procedure

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Person responsible	Mrs S Bowley

Kensworth CE Academy is committed to safeguarding and promoting the welfare of our children and young people and expects all staff, volunteers and visitors to the school to share this commitment.

Our vision:

We carry God's love in our hearts as we aspire to greatness, achieve our goals and stretch our limitless imaginations. Our Christian values empower us to love learning; are the foundations that shape our school community and create future citizens. Feeling happy, safe and confident, together we will progress. 'For nothing will be impossible with God' Luke 1:37.

'With God by our side, we can move mountains'

1.Intent

Kensworth CE Academy is committed to the learning journey of our pupils. Assessing pupils' learning and progress is a vital part of teachers' professional work. Primarily, it should celebrate pupils' learning, recognise their achievements against the shared learning intentions, and identify and describe what pupils need to learn next, or what they need to do to improve their work.

Kensworth CE Academy takes a professional approach to the task of marking work and giving feedback. Each teacher may apply some individual approaches to this task. The type of feedback given considers the age of the pupils, but a system of consistent practice is utilised, for example in the way work is marked and the use of marking symbols to enable pupils to understand more readily the feedback given.

All pupils are entitled to regular and comprehensive feedback on their learning; therefore, all teachers and teaching assistants (where appropriate) will mark work and give feedback as an essential part of the assessment process. Marking and feedback can be given in several ways detailed in this procedure.

This procedure aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.

All members of staff are expected to be familiar with this procedure and to apply it consistently.

2. Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximising achievement and progress for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and overcome potential barriers to learning by being aware of the needs of differing genders, special educational needs and disabilities, as well as different cultural, social and ethnic backgrounds.

We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

3. Roles and Responsibilities

The headteacher is responsible for:

- Ensuring that this procedure is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Monitoring the effectiveness of this procedure and reporting their findings back to the curriculum lead.

The curriculum lead is responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback.
- Answering any queries that teaching staff have in regard to this procedure and the school's practices.
- Reviewing this procedure as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Teaching staff are responsible for:

- Ensuring that they adopt this procedure when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions regarding any feedback they have received.

Teaching staff are expected to:

- Mark English and maths books daily and mark foundation subjects before the next lesson.
- Art and design sketchbooks – feedback will be given verbally to pupils during the lesson and teacher assessment will be recorded on the Curriculum Maestro assessment tool. If written feedback is required, it should be written on a post it and placed in the sketch book.
- Provide marking that offers clear information about why pupils have done well.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Offer suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Provide pupils with opportunities to reflect on feedback.
- Implement strategies that encourage pupils to welcome feedback.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

4. Feedback

Feedback should be given to:

- Motivate pupils
- Address misunderstandings/ misconceptions
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding.
 - Reinforcing a skill or piece of information.
 - Improving on a pupil's understanding or ability to do something.

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers and teaching assistants will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered in each class
- Explaining the areas pupils will need to understand
- Having a clear plan in mind for the progression of learning in the subject
- Having a final goal in mind for the month/term/year
- Making it clear what the objectives are from week to week, as well as final expectations.

5. Principles

The main objective of marking and feedback is not to find fault, but to help our pupils learn both from successes and mistakes/areas of development; if pupil's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect self-esteem.

Evidence of effective feedback and marking will involve:

- Showing that we value the pupils' work and encourage them to take pride in their contributions.
- Boosting our pupils' self-esteem, raising aspirations through use of positive praise and encouragement.
- Giving each pupil a clear picture of how far they have come in their learning journey, and what they need to address next.
- Offering each pupil relevant information on the degree to which they have met the lesson objective, and/or individual targets set for them, and show them how they can improve their work in the future.

- Promoting self-assessment and independent judgement, whereby the pupil recognises and sets their own learning challenges, and are encouraged to share their journey and accept guidance from others.
- Sharing expectations.
- Making accurate judgements on pupils understanding, and identify any reoccurring misconceptions.
- Providing a basis both for summative and for formative assessment.
- Providing ongoing measurable outcomes that informs future curriculum planning and target setting.
- Relating to the learning intention and may relate to previous attainment.
- Ensuring feedback is manageable for teachers and accessible to children.
- Allowing specific time for children to read, reflect and respond to marking.
- Relating to individual learning needs of pupils.
- Being consistent across the whole school.

6. Strategies for marking

Summative Marking

This is a snapshot judgement on the standard of a piece of work. This method is often used at the end of a unit of work or through a test. This information may be used to inform the whole school tracking process.

Verbal Feedback

Verbal feedback can act as a way to give immediate and effective feedback to pupils. It is recognised that verbal feedback is a vital tool in raising achievement. It must be given in a calm, uninterrupted environment where the children feel secure.

At Kensworth, verbal feedback is varied and tailored to the individual child or group of children. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond. Verbal feedback will be specific and will focus primarily on issues linked to the learning objectives and secondly, about other issues or features of the work. It will be acknowledged on a child's work if verbal feedback has been given.

The Education Endowment Foundation (EEF) has found that verbal feedback promotes progress, improves pupil attainment and has shown higher impact compared to other forms of feedback.

Written Marking

Written marking can take place on different levels, acknowledgement marking or quality marking dependent upon the task -

- **Acknowledgement marking** – This is used to mark secretarial skills – spellings and punctuation errors and to show that the work has been seen by a teacher. The pupil is expected to use their “fix it” time to make any adjustments or corrections. (Appendix 1)
- **Quality marking** – Is ‘closing the gap’ marking - it should identify the difference between the learning objective and the child's work and include what needs to happen to ‘close the gap’.

At Kensworth we recognise that children make more progress when they have received verbal feedback and therefore verbal feedback is given during lessons as well as at the start of the next lesson. The teacher will have made notes whilst marking so that any misconceptions need can be addressed with children the next day or during the next lesson. English and maths work will be marked daily, and all other foundation subjects will be marked before the start of the next lesson to ensure that feedback is timely and meaningful.

At Kensworth, teachers mark with pink and green (tickled pink and green for growth). A pink pen is used marking correct answers and a green pen will indicate errors or misconceptions. Appropriate comments will be added in green to support understanding.

A pink pen will usually be used to identify aspects of a piece of work that fulfils part of the Learning Objective or Success Criteria e.g. a tick or underline. A green pen will usually be used to identify how the work could be improved e.g. the underlining of a spelling error. The use of these will be introduced by the end of Reception class in preparation for Key Stage 1.

Self-Marking and Fix It Time

Children at Kensworth are taught how to reflect on their own learning and then to spend quality time reviewing and improving their work using a purple pen. We call this 'fix it time' and can be used at any point during the school day where appropriate for the teacher and task.

Children reflect on the learning objective and success criteria using:

- Working wall prompts.
- Agreed success criteria. Children assess their own work against a set criterion to judge if they have been successful or not and/or to make improvements if necessary.

Other techniques for self-assessment may include:

- Learning Questions (LQ) – The children will evaluate their success against the LQ using a smiley face. Understood; smiley face; line face = understand fairly well; sad face = need further/teaching support to understand this.
- Success Criteria (SC) – The children will evaluate their own work in line with the SC for the lesson.
- Self-assessment at the end of whole class teaching sessions could be either:
 - 'Thumbs'. Thumbs up= understood; thumbs horizontal=understood fairly well; thumbs down = need further teaching/support to understand this.
 - 'Fingers to Five'. Five fingers = complete understanding, moving towards no fingers = need further teaching/support to understand this.

Paired marking

This is where children discuss their work with another child and is a form of coaching. Any of the tools from self-marking can be used here. The emphasis here is on working together to evaluate a piece of work. This encourages self-evaluation and honesty about what they understand. A working agreement should be developed with the class before this method is used.

Peer marking

This is where one child responds to the work of a peer. Techniques for peer marking may include:

- 'Two stars and a wish'. Children evaluate another pupil's work through commenting on two parts that are good and making one suggestion about what could be improved. The use of stars and wishes may vary according to the age of the pupils and may be given verbally by younger children. The emphasis is always on the positive.
- Commenting against success criteria or learning objective.
- Adapting any of the other self-assessment tools. It is recognised that assessment of work is a skill which children will need to be taught. It will be modelled by teachers and teaching assistants using examples of work with the whole class. The use of a success criteria and working wall prompts will aid their feedback as it forms a checklist for work.

7. Outcomes for children

They will:

- Know about the quality of their work
- Have the courage to make mistakes knowing that these will be viewed as opportunities for improvement
- Have the motivation to want to produce high quality work and make progress
- Understand exactly what is required to be successful and their next step in order to achieve this
- Be involved in assessing their work and identifying what they need to do to move on

8. Summative and formative assessment tracking purposes

For tracking and informing targets for next steps each child will be assessed half termly or termly depending on the subject. Arbor will be used for: Reading, Writing and Maths assessments. Foundation Subject spreadsheets will be used for all other areas of the curriculum.

9. Parents/Carers

It is important that parents/carers are aware of how the marking system works. A copy of this procedure will be made available on the school website and discussions can take place during parent information evenings.

10. Related documents

- Assessment, Tracking, Recording, Reporting Policy
- SEND Trust Policy
- All subject Procedures
- Medium and short term planning

11. Monitoring and Review

The effectiveness of this procedure will be evaluated through:

- Work scrutiny
- Book looks
- Discussions involving children
- Discussions with staff
- Discussions with governors
- Lesson observations
- Assessment data analysis
- Pupil progress meetings

This procedure will be monitored and reviewed annually.

Any changes amendments to this procedure will be communicated by the headteacher to all members of staff.

APPENDIX 1 – Marking Symbols

Learning Objective highlighted pink	Learning Objective has been achieved
Learning Objective partially highlighted pink	Learning Objective has been partly achieved
	Answer correct
	Answer incorrect
	Capital letter needed
<u>becos</u>	Incorrect spelling
<u>sanguine</u>	Excellent use of vocabulary, grammar, punctuation or sentence work

Symbols

IW= Independent work

WS= With support

VF= Verbal feedback given

Next steps will be written in green pen.

Spellings for correction will be written in green at the end of the piece of work. Spelling corrections should focus around Key words, high frequency words, words consistently spelled incorrectly or topic related words. A maximum of three spellings to correct is acceptable.