



*A school where every child can* 

# Kirk Langley CE Primary School

## Marking and Feedback POLICY

Version History	
Date	Detail
Reviewed Autumn 2022	Agreed by Staff Approved by Governors
Reviewed Autumn 2023	Agreed by Staff Approved by Governors
Reviewed Autumn 2024	Agreed by Staff Approved by Governors
Review Autumn 2025	Staff 24 <sup>th</sup> November revisited



## KIRK LANGLEY CE (VC) PRIMARY SCHOOL

# Marking and Feedback Policy

*'A school where every child can shine.'*

Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

*Daniel 12:3*

*'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'*

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

### **Within a Christian ethos we aim to:**

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever-changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain the highest possible standards, in relation to their age and ability.
- Strongly, believe in the partnership of parental involvement in the education of our pupils.

- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
  - Respect the belief of others and celebrate cultural diversity.
  - Encourage spiritual and moral values.
  - Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
  - Value each child as an individual within the school and respect personal beliefs.
- 
- At Kirk Langley CE (VC) Primary School we aim to inspire and engage children through efficient and focused responses to marking and feedback across planned learning sequences that enable all learners to know how they are learning and how to improve. (EEF Toolkit)
  - We aim to foster children's interest in creative wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.
    - To know errors and mistakes are made within a safe climate and be confident to explore and explain this process of learning in life.
  - We aim to promote our Christian values through essential understanding whilst positively encouraging children to share, respect, support, trust and work together.

The Feedback and Marking Policy is a working document which generates and informs good practice within our school. Throughout school, practice is consistent and is also a means of driving learning.

At Kirk Langley CE Primary we believe that feedback and marking should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential.

## Policy Principles

Marking and feedback should:

- Relate to learning objectives and success criteria, which **must** be shared with children.
- Include and involve all adults working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for effort and achievement.
- Give clear, unambiguous strategies for improvement.
- Inform future planning and individual target setting.
- Be consistent throughout the school, with set codes and strategies in place.
- Be underpinned by the confidence that every child can improve.
- Be seen by children as a positive means to improving their learning.

## Policy Aims

We recognise that marking, and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning step. To ensure that marking and feedback are effective and empower the learner we aim to:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine. Small cohorts and mixed classes with at least two staff support the EEF recommendation of immediate feedback throughout the learning sessions. This also limits the after school, time needed for Marking when the children are not present and therefore the impact more limited.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success. Exploring the success criteria before the learning can embed a deeper understanding and address technical terms in context.
- Ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher. A smile indicates confidence and understanding of the learning and the 80% independence in attaining the outcomes. A straight line in a face indicates a developing understanding or that the high level of accuracy is due to adult/Response Partner scaffold support. A sad face indicates the need for further intervention, modelling and scaffold support.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work. Ensure that this translates across a broad and balanced curriculum as well as any books that transfer between Home and School such as Diaries; Reading Journal; Home Learning Books.
- Ensure that teachers use the information gained through marking together with other information to adjust future teaching plans. Staff prepare the Next Steps in order that children 'Now you need to...'
- Provide children with time to act on the feedback they are given. This is undertaken on the left page of their exercise books and signed off when achieved. Any Staff comments are read and the pupil places their initials.

## Strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At Kirk Langley CE (VC) Primary we have decided to use a combination of the following strategies to enhance our teaching and essentially help children to strive to achieve highly:

- **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. It is only valuable if the information is used diagnostically. Information should be used to inform the whole school tracking process.
- **Formative feedback/marking:** This can be either oral or written but should always be focused firstly upon the success criteria and secondly on other features. For this to be successful children **need to understand the success criteria**. This enables the child to know what the teacher will be looking for in the finished piece of work and how the small steps of learning lead to mastery (every child accessing the age-related expected outcomes).
- **Oral Feedback :** Oral feedback is the most effective form of feedback. The language of the classroom has an enormous impact on the children and should create an ethos where speaking freely about learning is good. Oral feedback can be feedback from the teacher, to the teacher, and from and to peers. Oral feedback needs to be focused around the learning intention. Feedback can be given at an individual, group or whole class level. Initials indicate this feedback has taken place.
- **Depth Marking:** It is important to recognise that marking can take place on many different levels; completion of work can be acknowledged or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can be marked in depth and it is the responsibility of the teacher to ensure that their marking structure within their classroom is focused and is able to move children on. The emphasis of the marking should be on both success and improvement needs against the learning objective.

## Organisation and Practice

At our school we have agreed to:

- Ensure that children are always provided with success criteria, which are generated together with the children and related to the learning intention. Discussing what this means to the learner is crucial.
- We make sure the objective describes the learning and not the task : for example, 'We can recognise adjectives (contextual) becomes –  
'We can recognise how adjectives describe the noun/subject in sentences.'  
(Knowledge)  
OR  
'We are learning to use adjectives to create descriptive sentences.' (Skills)  
  
OR  
'We can use adjectives to characterise a Victorian chimney sweep.' (attitudes)
- 'We can recognise how our lungs work' becomes, 'We can recognise how our body takes in oxygen and removes carbon dioxide.'

'We can paint a picture of a firework' becomes 'We can use colour to create an effective firework picture.'

- The Success Criteria is measurable by the learner and broken into statements to remind them how to achieve the objective. For example:
- LO – to use a number line to divide whole number with no remainder.
- SC – (This is what the learner needs to do to achieve this learning objective)  
'I can draw my own number line and always start from 0 and jump in steps of the number I am dividing by.'  
'I can count how many jumps I have made.'  
'I can use a given number line to start from 0 and count the number of jumps I am dividing by.'  
'I can stop jumping when I reach my Target number.'
- Provide effective feedback to children about their work. Recognising this will take many forms, depending on the nature of the task and the time available.
- Create a system of codes which can be used as part of the marking process and which is consistent throughout school.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that for marking to be formative the information must be used and acted upon by the children. We will use the terminology of **'dedicated time'**.
- *'Praise the process rather than just the result. For example, "Well done, you've added together the tens and carried over to the hundreds correctly and because you've done that right, you've got the correct answer." Rather than just "You've got the right answer, well done." This makes the child want to get the process right rather than rush through when just focusing on the answer.*
- *Praise perseverance (this is easy to forget). For example, "I love the way that you keep answering the question and not being afraid of making a mistake. You're getting closer- what if I said...(rephrase the question slightly) what do you think?"*
- *Children need to develop concentration and perseverance to actively learn. Give children time and space to become deeply involved in their activity.*
- Give children the opportunity to find a solution to any obstacles or problems they may face to help them develop their thought process. Give them just enough information to put together without giving them the answer. Model the same problem with a different number/scenario for example, and work through it with the child/children so they can apply the same process to their problem.

- Praise children for not giving up. Growth Mindset : To Know More to Remember More sessions integrated within the school day that do not rely on just a hands up approach as some children will remain passive learners and some dominate. In each Year group we need learners to master the age-related expected outcomes.
- Creativity for a child is within the process and not always the product. Again, the process should be praised and their curiosity spiked by "I wonder what would happen if we did this differently/did this another way/tried this instead."
- *The following quotes are from Nancy Stewart, who was instrumental in the inclusion of the Characteristics of Effective Learning in the EYFS profile:*
- *"The learner has to do the work. You can't teach someone something as if you're just putting it in their brain – the learner has to take experience in, make sense of it and have the interest and the motivation in the first place."*
- *"The learner does the learning and it is the characteristics which are the driver of the whole experience, so the stronger those are, the stronger the learning is."*

When marking, teachers at Kirk Langley CE Primary will:

- Use black ink for Staff marking/feedback.
- Use green pen to indicate aspects of success and orange pen for aspects of development that recognise both 'errors' and 'mistakes. Children will find misconceptions in green as if they do this independently or with a Response Partner is a positive outcome.
- Green pen also indicates immediate feedback.
- We define a **mistake** as something a child knows but has forgotten to rectify – for example capital letters; numeral reversal; spellings that are merely mistakes. **Errors** are identified as aspects that a child still has not grasped or consolidate.
- Ensure that children have dedicated time to respond to 'orange' or intervention for 'errors'.
- Opportunities for peer and self-assessment are developed.
- The Proof Reading and Editing Code is both used and understood by all. If a child proofreads their work, regardless of subject, and identifies in green this is seen as positive. It is important that they then address this and do not just identify and leave. For example, a child uses a ruler to underline the first letter of each sentence as they recognise they have not used a capital letter. It is expected that the child then rewrites each work on the opposite page to show they are improving this mistake. Writing it 3 times enables them to overlearn.
- Vocabulary taught is expected to be corrected as leaving spelling unchecked does not enable embedding and knowledge. It is expected the spellings for correction are written three times for 'overlearning';

## Presentation:

- When we write, we write for 'readership'. This principle is consistently taught and expected by all stakeholders in the school. Letters need to be positioned, in proportion and the correct direction. We use the letters in groups: Caterpillars, ladders, one-armed robots and zig-zags. We expect all curriculum areas to depict the same expectations of presentation.
  - Dates will be written in full except for Mathematics. At KS1 WE RECOGNISE THEY NEED TO LEARN TO SPELL THE DAYS OF THE WEEK, HOWEVER THIS BECOMES DIFFICULT EACH LESS SESSION. THEREFORE, FROM YEAR 1: 25<sup>th</sup> November 2025 rather than Tuesday 25<sup>th</sup> November 2025.
  - All dates MUST underlined with a ruler. Younger pupils will need a small dot to indicate where to start writing the date as they start too near the edge and cannot fit on the 2025.
  - In Tasks that require arrows, lines or shapes in Maths a ruler MUST be used. This also extends to formal written strategies in Mathematics for the equal box .
  - In Final Drafts attention is given to accuracy and this means the edit/proof-reading stages must take priority.
- 
- **Our Handwriting Policy uses lead lines and lines that follow from accurately formed letters. We teach letter formation in four distinct group – caterpillar letters, zig-zag letters, one-armed robot letters and ladder letters. As children move through Year 1 these letters and the digraphs, trigraphs and suffixes can be cursive to embed encoding in spelling. As children progress to the end of KS1 for fluency of written transcription we aim for all pupils to have cursive script but more essentially correct tripod grip, seating position and letter formation.**
  - To prevent letters and figures in Maths being formed incorrectly, through entrenchment, **daily letter formation and pencil grip will take place from Reception and into Year 1/2** practice. Swift intervention will be given to children who need extra provision or may have SEND needs. Planned learning through paint, water, sand and IT will also support this essential development.
  - Dates are written in the short manner for all Mathematics tasks and some learning in smaller exercise books such as the Spelling book. All dates whether short or full are underlined with a ruler and pencil. If a child is given a Pen License it will still be a pencil line due to pens smudging. When given a Pen Licence Mathematics can also be undertaken in pen as this continues in the transition secondary schools.
  - The LO can be given at the start of a learning sequence e.g. 'to identify angles'. **Each session** will then have a **measurable SC** such as, 'I can identify a right-angle and explain what this means.' 'I can use a protractor to prove the angle is a right-angle.' 'I can accurately draw a right-angle using a protractor.'
  - Each task is self-assessed using the SC and children respond with a 'face'. A circle is drawn and if the SC is met a smile; if it was supported or nearly met a straight line and if not a frown. Pupils in upper years of KS2 may be developing a more reflective approach to feedback against the SC at the end of a sequence of learning. It supports their own depth and growing ability to know how well they are learning and what is still needed or challenged.



*'I can see that my proper nouns do not have capital letters. Although I have found all of these improvements I need to embed this practice.'*

- **Written feedback from all staff will use the school HW script.**
- All proper nouns must have a capital letter. If writing a book title this is also capitalised. We do use resources generated but evaluate their impact within the school's policy and practice. For example printed out nouns should only be capitalised if proper nouns/titles – Ice-Cream would not be acceptable on a printed card as it is acting as a common noun is this type of resource.
- Titles on a display would be capitalised - 'Groovy Greek Recipes' not 'Groovy Greek recipes'.
- Maths will use ticks and crosses to signal correct responses/outcomes and corrections. If a child has quite a lot of responses incorrect an orange dot will be used to signal intervention before attempting to correct. A Marking Code for Mathematics (and English) are found at the end of this policy.
- In Mathematics and Spelling assessments a numerical figure can often give an immediate feedback on the meeting of the SC. We aim for 80% accuracy to illustrate security; 65% is often used for developing and below 60% a key indicator for swift directed intervention.

## **Monitoring**

It is important that the marking policy is applied consistently throughout the school and in all subject areas. An oversight of marking will be gained through work scrutiny and book sampling by headteacher and subject leaders. Outcomes of marking should be evident in lesson planning evaluation and in planning next steps.

Staff will use 1 CPD meetings each ½ term to monitor, evaluate and feedback on the impact of marking and feedback. This is collected by HT and linked to the assessment tool of Classroom Monitor. Link Governors are involved in meeting with Curriculum Teams annually.

Governor Monitoring and review is annual.



# English Proof Reading Codes



Book 4  
Detective

Adult	Child	Meaning of symbol
/	/	full stop missing
-	-	capital omitted or used incorrectly
—	—	spelling error
H	H	homophone inaccuracy
○	○	missing punctuation
^	^	insert a word
→	→	indent
//	//	new paragraph
T	T	tense
?	?	reread/further action
Hw	Hw	handwriting
n	n	oversized ascenders or descenders
i	i	spacing within words
u	u	spacing between words
—	—	positioning on the line
Editing		
①	①	numbers placed where editing is required



# Maths Marking

## Codes Detective



Adult	Child	Meaning of symbol	Example
		Number reversal	<u>5</u> <u>2</u>
		Incorrect answers and missing carries	$21 + 2 = 23$ $8 + 2 = 10$
		Missing answers	$12 + 2 =$
		Column reversal	$5 + 7 =$ <u>22</u>
		Error in understanding	$7 + 2 = 72$
		1 digit 1 box	
		Oversized / undersized digits	
		Reveal further action	

### Editing

1

1

Numbers placed where editing is required