Kenmont Primary School

Feedback and Marking Policy

Approved	September 2026	Next Review Due	September 2027

'Learners are entitled to concise quality feedback which isn't burdensome to anyone involved.'

Aims of this Policy

'…feedback needs to be combined with effective teaching and learning strategies to have the greatest impact.' Hattie and Clarke

This policy should be read in conjunction with the Teaching and Learning Policy which is based on research evidence on how children learn best. The aim of this policy is to make clear what feedback looks like at Kenmont and that outcomes for children's learning are improved as a result of feedback.

> **'Anything that happens after the lesson has questionable value compared to what happens in the moment…It is our intention to ease teachers' workload by emphasising that less is more when it comes to post-lesson feedback.'**
>
> *Hattie and Clarke*

Principles of Effective Feedback

Underpinning all verbal and written feedback to children, the following principles are used

Key points

- Feedback is a part of a formative assessment framework
- Learners prefer immediate feedback, this also has the greatest impact
- Student to teacher feedback is more important than teacher to student
- Learners should be given time to respond to feedback, both verbal and written
- Feedback should not be burdensome for teachers and impact negatively on their workload
- Normalising and celebration of error is the key to new learning

Verbal Feedback

In the moment feedback is recognised as the most powerful. This can be student to teacher or teacher to student. It is expected that all children will receive frequent verbal feedback, this should be age appropriate and noted by the VF code on the child's work.

Feedback can be given at any point in a lesson; to a whole class, group or 1:1 based on prior learning. It acknowledges successful learning and specifies what the children need to do next to improve and move the learning forward.

Written Feedback

It is used when the teacher needs to evaluate several success criteria and longer pieces of written work. **Written feedback should always be appropriate to the age and understanding of pupils.** The following factors have been considered:

Why is this work marked?	**Who is it for?**
Can the child access the marking and will they get a chance to respond?	**How does it move learning forward?**

The codes for marking are agreed by staff and are appropriate to the age of the children.
There is a 'marking for accuracy' expectation for all staff to correct spelling and punctuation errors in **all** pieces of English work, this can be using the marking codes or verbally during the lesson. All Maths work is marked in using the marking codes. Any errors are marked with a blue dot.

Teachers use **blue** pen to mark children's work. Children use **purple** pen to respond to peer or teacher marking, and also to make corrections.

Age-appropriate peer marking is instructed only by the teacher and can take the form of ticks, marking against SC or LO and related comments to highlight success or areas to improve and followed by the name of the child marking.

It is expected that written will always be combined with verbal feedback and an opportunity to respond to the feedback.

'Teachers should provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.' ***EEF (Teacher Feedback to Improve Pupil Learning)***

Based on research (The Teaching and Learning Playbook), Kenmont has a 'feedback toolkit' of top-tips for effective feedback which staff use to maximise the impact of feedback and marking as part of the teaching and learning cycle.

Challenge questions and Proof, Edit and Redraft

It is expected that all learners conduct basic proof reading and checking of first drafts or attempts at independent work using the LI and SC to guide them. Written work in English has an *'proof, edit and redraft'* process which is modelled and taught to the children and enables them to improve their work independently. *This feedback method is a scaffold to enable learners to independently improve their work and practice their skills.*

Marking against the Learning Objective and Success Criteria

Learning Objectives (LO) and Success Criteria (SC) are shared with the children for every lesson. Both the LO and the SC are always in child friendly language. For extended pieces of writing in English, there will be co-created Success Criteria. For some pieces of work or subjects, success criteria are not appropriate. Children and teachers must use the LO and SC to assess their work or that of their peers.

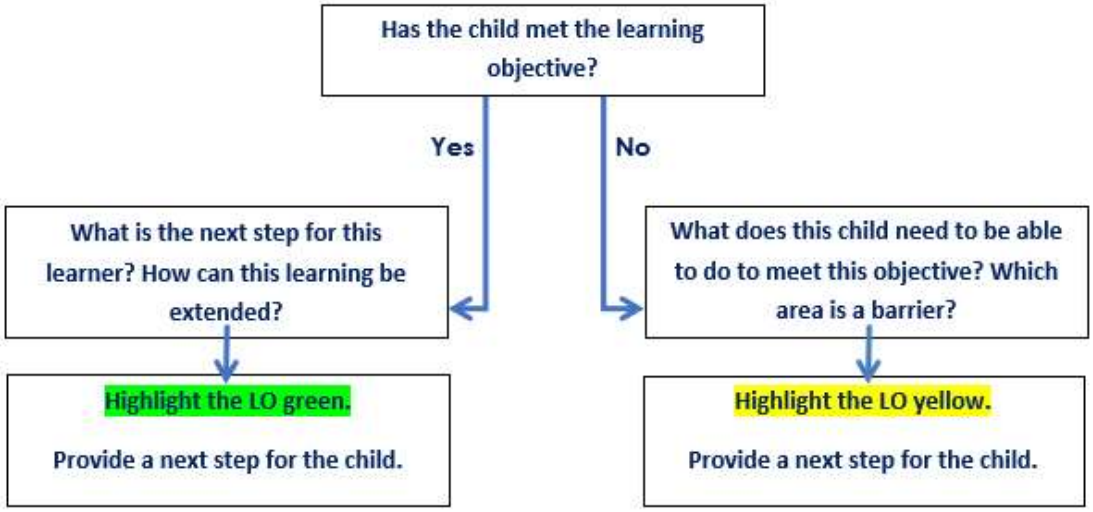
Marking of Homework

As part of our commitment to managing teacher workload, homework is not marked with written teacher commentary. Homework submitted on time is stamped by the teacher. This has been communicated to parents and carers.

Kenmont Feedback and Marking Non-negotiables

- **'In the moment' feedback is recognised as the most powerful.**
- Assessment of **every piece of work** in books is against the LO through highlighting

The learning objective (LO) is the benchmark for providing feedback when marking from the success criteria. The child will know if they have met the objective if the LO is highlighted green.



If the child has **partially** met the learning objective, then you can highlight the LO with both green and yellow highlighting.

LO: To order and partition 3-digit numbers

- **Extended writing in English must be marked at a deeper level** using codes as indicated in the appendices.
- **All** Maths work is marked in using the marking codes. Any errors are marked with a **blue dot.**
- Teachers use **blue** pen to mark children's work.
- Children use **purple** pen to respond to peer or teacher marking, and also to make corrections.

Kenmont Marking Policy Summary

Foundation Stage
✓ Annotate with the date and what it says (if necessary) and adult initial.
EYFS Marking codes: VF Verbal feedback given S Support given by adult I Worked Independently FT Focus Task

Key Stage 1	
Basic Marking against Learning Intention *Basic requirement for all pieces of work.*	e.g. LO: To add Green highlight if LO met Green and Yello highlight if LO partially met Yellow highlight if LO not met
Written Feedback *As appropriate to the work produced*	The primary mode of feedback in KS1 is verbal feedback. When children can independently read their feedback, extended pieces of writing will be marked in line with the marking codes and in line with the policy.
Marking codes *Used by teacher to mark and children to self-mark.*	VF Verbal feedback given S Support given by adult I Worked Independently G Group Work . A blue dot next to a maths problem highlights an incorrect answer and children respond and correct in purple pen.
Homework. Homework is completed online so there is no physical marking completed by the teacher.	
Additional notes **Teachers and support staff use blue pen.** **Children use purple pen for corrections or self or peer marking.** **In Year 1 children begin to use a purple pen to respond to feedback using symbols within their writing.** **In Year 2 children use purple pens to respond to feedback symbols in the margins and independently edit punctuation and grammar.**	

Key Stage 2	
Basic Marking against Learning Intention *Basic requirement for all pieces of work.*	e.g. LO: To add Green highlight if LO met Green and Yello highlight if LO partially met Yellow highlight if LO not met
Written and Verbal Feedback *As appropriate to the work produced*	Daily English and maths work is marked for accuracy. Extended writing outcomes (end of unit pieces) are marked more deeply to facilitate effective editing from pupils. .
Marking codes *Used by teacher to mark and children to self-mark. Codes are covered in assemblies each term and there is an information poster in each classroom for pupils and staff.*	VF Verbal feedback given SP Spelling error √√ Excellent work T Teacher support TA TA support Upper Case Lower Case **nice** Up level the vocabulary Missing word tenses This doesn't make sense Missing punctuation
Homework. Homework is completed online so there is no physical marking completed by the teacher.	
Teachers and support staff use blue pen. **Children use purple pen for corrections or self or peer marking.** **Pupils can request VF from the teacher.** . A blue dot next to a maths problem highlights an incorrect answer and children respond and correct in purple pen.	

Feedback and Marking Tool Bank

Hunting

What: Teacher circles the room seeking examples of work to share, either models of excellence or to exemplify common misconceptions.

Why: Pupils can draw powerful learning from each other's work. Also it encourages pupils to see the value of mistakes and public feedback.

How:

- Plan – *know what you are looking for – both good examples and likely misconceptions.*
- Circulate – *Begin hunting straight after setting pupils off on task.*
- Gather – *Select one or two examples to share. One of each is a good balance.*
- Share – *use the visualiser/verbally if time is limited. Ask pupils to reflect on what they can see where they have made errors or had success.*

Beware: Teachers over-talk. Teachers do not create a culture where it is okay to make mistakes so public feedback is uncomfortable for some pupils.

Spotlighting

What: Sharing and discussing pupil's work to enable others to improve.

Why: Highlighting examples of excellence and useful errors with pupils provides a relevant, accessible model to other students. Spotlighting allows pupils to see their work through the eyes of an expert.

How:

- Select – *Use hunting to identify and select the work you want to share.*
- Appreciate – *Praise the pupils' willingness to have their work shared. Pupil contributions at this point should be kind and respectful.*
- Explore – *Ask pupils to consider the work as to why it is successful or ways it could be improved.*
- Precise action – *After pupil input, be precise about what you see. Instruct pupils to act upon their own work.*

Beware: Teachers only model excellent work, so a culture where pupils are comfortable to fail is not developed and misconceptions are not addressed.

Feedback for Action

What: Feedback that focuses specifically on action to improve.

Why: Most feedback is backward looking and is focused on an already completed task. As much as possible, we should focus on what pupils need to do next.

How:

- Bright spots – *Emphasise what the child is doing well, so they can do it more in the future.*
- Precise next step – *Make actions for pupils to perform precise and specific, no more than 4 steps.*
- Feed forward – *consider not only how students will apply feedback, but when. Make explicit to pupils.*
- Follow up – Check actions are completed.

Beware: Teachers provide too many actions which are not pitched well. The focus is on what needs to be better and success is not celebrated – this impacts morale.

Messy Marking/Stack Audit

What: A method of marking a considered sample (20%) of work from the class to identify strengths, weaknesses and common misconceptions.

Why: Distance marking has a limited impact. Messy marking creates time to generate actions that students need to complete to improve.

How:

- One Page **–** *have one page set up for notes to capture +/-. Have space on the page to plan what the chn need to do next, who needs praise and who needs individual feedback.*
- Considered sample **–** *be precise in which books/outcomes you look at (SEND/PPG/HA,MA,LA etc..) Rotate the sample over time.*
- Marking & Planning – *if there are misconceptions, plan for how elements will be re-taught*
- Praise and re-teach – *marking should lead to action. Praise success and address what needs to be done next.*

Beware: Teachers continue to mark individual work in detail as well as messy marking/stack audits**.** This increases workload.

Live Marking

What: *Written feedback on pupils' work which is given while they are in the process of completing it.*

Why: Students are thinking about tasks most deeply & actively when they are completing them. Any feedback given during this time will be more valuable, improvements can be made straight away.

How:

- Identify **–** *Circulate the room with a blue pen looking for work where a written prompt would have an impact.*
- Keep it brief **–** *precise / action focused*
- Explain – *explain verbally what pupils needs to be worked on. Follow 'Feedback for Action' to ensure pupils can follow up feedback quickly.*
- Follow-up – *Check students have responded to feedback.*

Beware: *Can be time-consuming / behaviour may slip as teacher is very focused on individual pupils.*

Peer Feedback

What: Students feed back to one another.

Why: Peer feedback can be very useful as pupils can gain as much from receiving as giving feedback. Deepens understanding of the success criteria (but this must be managed carefully).

How:

- Framework **–** *provide a clear structure for pupils to follow which makes their feedback specific and always links back to the SC.*
- Model – *model how to give the feedback and using the SC.*
- Timebound – *provide a specific time for pupils to complete the task.*
- Circulate and spotlight – *circulate the room to monitor the feedback and step-in/support as necessary (also, highlight success)*

Beware: Students lack expertise to provide effective feedback and there iks not a clear SC to work against. Too much time is given and guidance is not clear – behaviour can be impacted.

Terminal Feedback

What: Feedback provided at the end of unit/topic assessment.

Why: Summative info can be very useful to pupils as indicates their performance and what they need to do next to improve.

How:

- Set the scene – *explain to pupils how to interpret result they achieved in the assessment and what you want them to do next to improve.*
- Action, not judgement – p*resent feedback in a clear, positive and easy to understand way. If returning a numeric score, focus on what they need to do next rather the score being a judgement on them.*
- Reflection Time – *allow time for students to discuss scores (they will want to) but emphasise being respectful.*
- Share the plan – *be clear and specific about next steps and what they need to do to improve further.*

Beware: Numeric scores can lead to have a fixed mindset. Teachers can become biased towards pupils with higher test scores and this leads to a negative self-fulfilling prophecy.

Writing

What are mountains?

A mountayn, wich is a tall landsform, rose high above the ground aroand it. mountains are higher than hills since some can be so high they reach above the clouds. Mount Ererest the Highest mountain on Earth and is 8,849m tall.

Maths

26.06.25

LQ: Can I convert to the 24-hour clock?

Practise

Are the times am or pm?

18:30 08:45 00:12 12:15

Write the times as 24-hour clock times.

a) 10:45 am 10:45 pm c) 12:45 pm 12:45 am

b) 11:45 am 11:45 pm d) 1:45 pm 1:45 am

Problem Solving

Nijah is delivering a parcel to her friend's house.

She leaves her house at am.

She arrives at her friend's house at 11:50

She leaves her friend's house at 11:55

If her return journey takes the same amount of time, what time will it be when she gets home?

Write your answer as a 24-hour clock time.

Reasoning

am

Practise

1. pm

2. am

3. am

4. pm

b a) 10:45 am

b) 20:45 pm.

b) 10:45 pm.

12:45 am.