



Kennett Primary School

Marking, Feedback and Response Policy

Version:	2.0
Author:	Headteacher
Approved by:	Advisory Body
Date:	Spring 2022
Review date:	Spring 2025



Feedback that Moves Learning Forward

Feedback plays a central role in securing pupils' learning, supporting them to know how to deepen their knowledge and understanding or improve their performance. At Kennett Primary School, we recognise that, in order for feedback to be effective, it needs to be understood and accepted and to be actionable so that pupils can use it to secure improvements in their knowledge and performance at a later time. Part of this relies on feedback providing motivation to apply effort alongside the specifics of the strategies children need to employ. All feedback and marking should have a clear purpose for both the child and the teacher. Marking and feedback should be meaningful, manageable and motivating.

The feedback process should enable children to become reflective learners and help them to achieve their full potential. A classroom culture of *growth mindset* - where mistakes are used as learning tools - is a vital part of the assessment cycle.

At Kennett Primary School, high quality marking and feedback is informed by the following principles:

- **Focus Forward:** Formal and informal assessments are used to identify areas for improvement in pupils' performance or gaps in their understanding. Next steps will focus on the actions that may be taken to improve future performance. It is crucial that there is opportunity to make improvements. To maximise the impact of feedback it should be given part-way through a learning cycle, not solely at the end.
- **Keep it Positive and be Specific:** In order to be motivating and actionable, feedback should largely be framed in language that is positive and encouraging. Marking will highlight the things that pupils are succeeding at that they should continue to reinforce alongside the things they can do differently to make further progress. It is crucial that feedback is as specific as possible so that pupils receiving the feedback know what to do in response e.g. Rather than suggesting that a pupil should 'write a better conclusion', specify how the conclusion could be improved.
- **Match the Message to the Pupil:** Feedback only succeeds if the pupils trust it and use it to increase their effort or raise their aspirations and, as a result, improve their performance. Children respond to feedback in complex ways. Some need careful nurturing and respond badly to perceived criticism. Others need a strong push to lead them to increase their effort because soft feedback makes them complacent. At Kennett, we recognise the value of knowing our pupils so that the impact of feedback is maximised.
- **Reduce Feedback Over Time:** As pupils engage in independent practice and gain confidence, the detail provided within feedback is reduced and more *thinking time* is given before feedback is offered. At Kennett, we aim to foster resilience and a commitment to learning by coaching pupils to generate as much self-assessed feedback as possible referencing success criteria, models, working walls and prior examples as needed.

Feedback as Actions

If feedback is to move pupils forward in their learning, it can be helpful to frame it as an instruction to do something. Pupils respond to the marking and feedback that addresses their learning needs. At Kennett Primary School, feedback centres upon: *intervention to support*, *intervention to consolidate* and *intervention to challenge*. Feedback will typically fall under one of the four categories that follow:

- **Redraft or Re-Do:** Giving opportunities to improve a learning outcome - or an aspect of an outcome - by repeating it one or more times, taking on board ideas about how the work may be completed to a higher standard.
- **Rehearse or Repeat:** Ask pupils to focus on a certain aspects of learning that they have already encountered with a view to improve their confidence and fluency. This could – for example – include repeating a set of mathematical problems or rehearsing explanations across the wider curriculum. Improvement through repetition and rehearsal can be secured in a range of subject contexts.
- **Revisit and Respond to More Questions:** Instead of going back to make corrections on a complex array of previous questions, it can be more productive and efficient to re-teach some key elements where common errors were occurring and then set a fresh set of questions for pupils to respond to.
- **Research and Record:** Where pupils' learning outcomes would be improved by referring to a wider range of ideas, texts, case studies, examples or containing more details, the feedback may centre upon the completion of focused research – online or from specific books – before recording their findings. They should then reference these new ideas in an improved version of the task.

Appendix One: Marking and Feedback at Kennett Primary School

At Kennett Primary School, marking and feedback contributes to visible signs of improvement by:

- involving all adults working with children in the classroom;
- using it to inform future planning and individual target setting;
- completing it promptly and within the lesson where possible;
- adopting a consistent approach throughout the school.

Verbal Feedback

Progress checks take place throughout each lesson and involve all adults in the classroom. Timely verbal feedback is the most effective form of feedback; staff will prioritise the provision of live feedback and will use this as a tool to motivate, challenge and support all learners.

Written Feedback

Written Feedback should be succinct, adhere to the school handwriting policy and use child-friendly language. It should refer to the focus learning objective or knowledge note question so that children know how they performed in relation to the intended learning.

As appropriate, staff may use **pink** and **green** pens to ensure that children understand their feedback. Pink pens show where pupils were successful in their learning. Green pen is used to move learning forward by identifying areas for improvement. Areas for improvement may include: underlining a word or phoneme to indicate a spelling error or the provision of worked examples, models, questions or next steps.

Children's response to marking.

Children are expected to respond to marking and feedback when receiving live feedback in all lessons. In addition, teachers should plan regular opportunities for children to engage with *Close the Gap Tasks* each week in core subjects and as appropriate across the wider curriculum.

Marking Expectations

- Learning Objective templates accompany all learning opportunities recorded in English and mathematics workbooks.

LO		Record the calculations needed to solve a problem.	01.12.21	 TT observation
<i>Pupil</i>	<i>Steps to Success</i>		<i>Teacher</i>	
	(1) Have I identified solutions for numbers between 1 & 50?			
	(2) Have I worked systematically?			
	(3) Have I worked with square numbers greater than 100?			

- Objectives will be highlighted to show the extent to which pupils have achieved the set Learning Objective and to denote which *Close the Gap Task* pupils will complete to further their learning: pink (intervene to support), yellow (intervene to consolidate) or green (intervene to challenge).
- In English and mathematics, *Close the Gap Tasks* will be available a minimum of two times each week.

- *Steps to Success* – numbered and written as questions – will be hierarchical from (1) easier to (3) more challenging. Staff will tick these (pink pen) to highlight which *Steps to Success* have been achieved. Pupils will also have the opportunity to self-assess against stated *Steps to Success* – reflecting upon their own learning.
- The learning objective example below highlights how marking will be presented in pupil workbooks:
 - *Yellow highlighting; the child will complete the consolidate task for the stated learning objective;*
 - *Two pink ticks in the teacher column indicate that the child has been successful in two of the three Steps to Success (the child’s self-assessment matched the teacher’s assessment);*
 - *The green step highlights the child’s next step in relation to the stated learning objective;*
 - *Blue sticker: this learning is evidence of the child working at the expected standard on Target Tracker.*
 - *Pupil books will be marked using pink to highlight positives and green for next step comments;*
 - *All pupil learning will be acknowledged through marking on the learning objective template.*

LO Record the calculations needed to solve a problem.		01.12.21		 TT observation
		Pupil	Steps to Success	
✓	(1) Have I identified solutions for numbers between 1 & 50?		✓	
✓	(2) Have I worked systematically?		✓	
	(3) Have I worked with square numbers greater than 100?		┌┐	

- Through completion of *Close the Gap Tasks*, children will respond to feedback and progress will be accelerated. Consideration should be given to the nature of tasks set. Will tasks be guided activities, further questions for pupils to practice or challenges that require deeper thinking, for example true or false or spot the error type questioning?
- In foundation subjects, knowledge note questions are shared with pupils; these are highlighted to show the extent to which a child has been successful in relation to the intended learning. Across the wider curriculum, *Close the Gap Tasks* will be incorporated as appropriate.