

LITTLE KINGSHILL SCHOOL

MARKING AND FEEDBACK POLICY



Approved: Spring 2026
Review Date: Spring 2029

Aim

- To raise the achievement of students by providing them with prompt and regular feedback about their work that enables them to make progress;
- To develop positive attitudes to learning and achievement;
- Provide consistency and continuity in marking and feedback throughout the school so that pupils have a clear understanding of teacher expectations and to support teacher workload

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work.
- Adults should not take this responsibility away by doing the hard-thinking for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback within the lesson itself and/or it in the next appropriate lesson.
- Feedback is a part of the school's wider assessment processes (see Assessment Policy for more detail) which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Consultation

This policy has been developed in consultation with staff and pupils.

Type of Feedback

Verbal feedback

- This is the most frequent form of feedback;
- Research has shown this to be one of the most effective forms of feedback as it has immediacy and relevance as it leads to direct pupil action;
- Verbal feedback may be directed to individuals, groups of pupils or the whole class; these may or may not be formally planned;

Written feedback

- Marked work should give pupils the opportunity to extend their thinking or clarify ideas. Any teacher comments and written codes (as detailed below) should be in green pen unless otherwise specified.
- When marked by an adult, work that is highlighted in green indicates where the children have met the learning intention or their personal target. Work highlighted in pink indicates a misconception, incorrect answer, objectives not met or where the child not provided evidence of their personal target. A maximum of 2 green or pink highlights per piece of work.
- Corrections that children make due to feedback (verbal/written) will be written in purple pen.

- Where children have made spelling mistakes, SP should be written in the margin and children are encouraged to edit independently (where possible). A maximum of 3 spellings should be identified for each piece of learning.
- Teachers may use a feedback sheet (see Appendix 1) to note any relevant information that will be useful to feedback at the beginning of the next lesson (or next appropriate time). Where appropriate, pupils should be given time to action this feedback.
- At the end of each piece of work one of the following symbols will be used next to the L.I.:
 - Two green ticks – learning objective met and child showed greater depth
 - Green tick – learning objective met
 - Blue circle – partially met the learning objective
 - Pink star – child has not met the learning objective
 - VF if verbal feedback has been given with initials of feedback provider
 - Green S if the child has been supported by an adult

Self and Peer Feedback

- This is shown by research to be one of the most effective modes of feedback.
- Written self or peer feedback should be clearly conducted in purple ink and it should include the initials of the pupil giving the feedback (if peer feedback);
- Pupils need to be well trained over time to effectively self or peer assess one another, starting with verbal feedback with the youngest children and developing into written as pupils get older.

EYFS

In the Foundation Stage, feedback is usually verbal and given immediately. Green and pink highlighter pens and the marking code may be used in conjunction with the verbal feedback, if appropriate. Staff may also use whole class feedback sheets (appendix 1) to record key elements to be fed back during the next lesson (or next appropriate time), where appropriate to do so. Verbal feedback may also be given to parents through the Tapestry online portal.

Record Keeping

- Every teacher has responsibility to ensure key misconceptions are noted down and fed back in subsequent lessons (or next appropriate time). Teachers may use a feedback sheet (appendix 1) to help them do this.
- Teachers should use their end of lesson assessments (e.g. green tick, blue circle, etc. next to the L.I. - as detailed in 'Written feedback' section) along with other forms of formative and summative assessment to help keep a log on Insight of how the children are performing against different National Curriculum statements. This should be treated as a 'live document' to enable appropriate feedback and support to be given to any pupils who are struggling to meet expectations.

Monitoring and Evaluation

- Through their regular monitoring, curriculum coordinators and/or SLT may review books and Insight to ensure feedback and marking is consistent with this policy and impactful for the pupils.
- SLT will review the coordinator feedback forms and provide further support, as necessary.

Appendix 1



Whole Class Feedback Sheet

Day/Session Learning Intention	How are SEN, PP and GD children supported in lessons?	Next lesson notes