



Kingsway Junior School

'Developing Confident, Enthusiastic and Happy Learners!'

Marking and Feedback Policy

Date Reviewed	Spring 2025
Next Review	Spring 2026

Our aim at Kingsway Junior School is to ensure that all children receive feedback that improves their learning, develops self-confidence, raises self-esteem and provides opportunities for self-assessment. According to the EEF, high quality feedback has a high impact on children's progress in all subject areas, on average 7 months. It may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve. A range of feedback methods should be used, with a focus on the quality of the feedback. Evidence from the *EEF Teaching and Learning Toolkit (Feedback)* was referred to when devising this policy (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>).

Aims

- At Kingsway Junior School, we aim to value each child as an individual so that they can develop their potential through an active role in their own learning.
- Provide consistency and continuity in feedback throughout the school so that children have a clear understanding of teacher expectations.
- Use the feedback system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression.

Principles

- To communicate regularly with children about their individual progress.
- To inform the next step in a child's learning.
- To assist children by setting clear targets to focus on aspects of their work which need further development.
- To motivate children to further effort by raising or celebrating current achievements and raising self-esteem.
- To provide teachers with feedback of how well the children have understood the current work.
- To enable teachers to plan the next step in teaching and learning.
- To help teachers to monitor children's progress and to diagnose what has not been understood to assist in forward planning.
- To enable the teacher to make judgements about pupils' attainments particularly relating to teacher assessments within the National Curriculum.
- To inform individual, class and whole school assessment and planning.
- To promote high quality work.
- To develop clarity of purpose.
- To evaluate quality of teaching and learning.
- To encourage reflection and self-improvement, particularly in lower-attaining and disadvantaged pupils.
- To identify if work has errors which children need to correct or if there are misconceptions which need to be addressed by teachers.
- To provide opportunities for questioning which deepens children's learning.

Verbal/Oral Feedback

Research shows that verbal feedback given by teachers is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning objectives and success criteria. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session. Explicit feedback has a particularly high impact on lower-attaining pupils.

Where work has been verbally discussed, indicate this with VF - verbal feedback has been given. VF is where you give feedback while the child is working & makes an instant difference, thus putting on the line/ during the sentence/ in their work.

Marking: (Teachers to use green pen in children's books)

The following should **always** be marked: sense, spelling, punctuation and handwriting.

Pink pen to highlight successes: This is against the '**always**' objectives, learning objective and key questions. A comment can be added to explain why this has been highlighted.

Green pen to indicate a 'Even better if' (EBIF).

- This pen can be used to highlight something that could be improved to either secure the child's target level learning or to move them forward.
- EBIFs in the form of a question should be present to consolidate or extend learning. EBIFs should be evident at least once a week in Maths and once a half term in Foundation Subjects. Disadvantaged pupils should respond to at least one EBIF in Maths in addition to pupil conferencing fortnightly.
- EBIFs must be answered by the children in red pen.
- When there is no EBIF/ detailed mark, pink highlighting should be evident within the work.
- Teachers are encouraged to mark within the lesson (as they go around working with the children) for immediate feedback.

Editing

Children will edit their work with red pen.

Support:

If a child is supported by an adult, peer, or has used a resource to support their learning, this should be recorded in the book. Where rapid response teaching has taken place, this should also be clearly recorded in children's books.

Self /Peer Assessment:

Where appropriate, children may peer mark each other's work. When peer marking, children should make it clear who is marking their work. Peer marking should be completed in red pen.

Expectations:

Marking for all lessons should be marked promptly. All staff will mark in green pen.

Spelling, grammar and 'sense' errors

Spelling errors should be identified by underlining.

The word should be rewritten at the end of the piece of work for children to practice 3 times. This can be done at the start of the following lesson.

Grammar and 'sense' errors will be identified with green pen.

Teachers are not expected to mark work completed in discrete spelling and handwriting lessons, although they should give verbal feedback to promote progress and address misconceptions.

Marking of writing in English lessons

The *Yellow Box Marking* method should be used when marking children's writing completed in English lessons. Work should be 'Yellow Box Marked' once a week. The teacher draws a yellow box around the part of the child's writing which they will mark. They then mark, according to the marking policy, within that box.

The size of the box may vary according to a child's needs.

In Year 6, the teacher will then draw an empty yellow box after the piece of work, which the child then redrafts the section marked by the teacher.

Homework

Homework will be marked in green pen by the teacher.

Any self or peer marking will be marked in red pen.