



Feedback & Marking Policy

Policy Reviewed	September 2026
Next Review	September 2027

Curriculum Intent

At Kennall Vale, our intent is to create a truly collaborative learning environment where students, staff, and parents work together to unlock the full potential of every child. Through our *Collaborative Curriculum*, we aim to equip students with the skills and values they need for success beyond school - focusing on creativity, critical thinking, effective communication, and adaptability. We have been working with the Arts Council, Exeter University, and Penryn College to engage in this exciting 'Creativity Collaboratives' programme - enhancing our students' educational journey, fostering a sense of curiosity and community.

We believe in nurturing creativity as a vital skill, not only in the arts but across all disciplines. Our curriculum is designed to encourage students to think outside the box, solve problems, and embrace new ideas with resilience and confidence.

Feedback and Marking

Our Marking and Feedback Policy is designed to encourage pupils and teachers to consider 'why' and 'how' improvements can be made to their written work.

At Kennall Vale School we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback.

The basic principle of our policy is that marking and especially feedback to pupils should be both meaningful and manageable.

Research

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Research has shown that immediate feedback is the most effective. Detailed feedback is therefore more likely to be oral than written. Comments are more meaningful when made within context and the quality of the thinking is likely to be higher if the feedback is given straight away, forming part of a learning dialogue between teacher and child.

In line with the EEF's recommendations and those of the DfE's expert group which emphasises that marking should be meaningful, manageable and motivating. We have also taken note of the advice provided by the National Centre for Excellence in Teaching Mathematics that the most important activity for teachers is the teaching itself, supported by the planning and preparation of the lessons.

Key Principles

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

- the sole focus of feedback and marking should be to further the children's learning;
- written comments should only be used where they are accessible to the students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at the later date;
- feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- all pupil's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

When work is reviewed, it should be acknowledged in books. Within these principles, our aim is to make use of the good practice approaches to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of the two common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or task

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching is likely to be most effective in driving further improvement and learning, especially for younger pupils.

As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on a review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Kennall Vale, these stages can be seen in the following practices:

Type like	What it looks	Evidence (for observers)
Immediate	○ Takes place in lessons with individuals or small groups. ○ Often given verbally to pupils for immediate action. ○ Includes teachers gathering feedback from teaching. ○ May involve the use of support staff to provide support or further challenge. ○ May re-direct the focus of teaching or the task. ○ May include highlighting or annotations in line with our marking symbol code	○ Lesson observations/learning walks ○ Some evidence of annotations or use of marking symbols/highlighting. ○ Teacher stamp used and improvements/polishing evident in the books
Summary	○ Takes place at the end of a lesson or activity. ○ Often involves whole groups or classes. ○ Provides an opportunity for evaluation of learning in the lesson. ○ May take the form of self or peer assessment against an agreed set of criteria. ○ In some cases, may guide a teacher's further use of review feedback, focusing	○ Lesson observations/learning walks ○ Timetabled pre- and post-teaching based on assessment. ○ Evidence of self and peer assessment. ○ May be reflected in selected marking

Marking Approaches

We have a whole-school approach to marking and feedback methods. Marking and feedback is consistent across year groups, developmental across the age-range and consistently applied by those working with children in school, including support staff.

Written feedback is legible and clear in meaning, and time is allocated for pupils to read and act on comments (and to extend their thinking). It is sometimes appropriate for comments to be written for the benefit of teachers and parents, rather than being aimed at the pupil.

It is acknowledged that each teacher has his or her own style, but we ensure that we comply with the above and that, at Kennall Vale, we all include the following elements:

i. Verbal Feedback / Individual feedback – Live Marking

This is the most manageable form of marking and feedback for teachers. It could also be argued that it is the most meaningful for pupils.

Wherever appropriate/possible, individual verbal feedback to children. It provides the opportunity for children to become effective learners through regular dialogue between the pupil and teacher at the point of learning. This type of marking and feedback is the one we use most at Kennall Vale as we – and the children - feel it is the most effective and of most value.

It is always done with reference to the learning objectives, with the intention of progressing learning at the time. Feedback will indicate how the pupil can improve the work so that it comes closer to achieving the stated learning intention and will always aim to provide a balance between what the child has done well and what they need to do in order to progress their learning.

ii. Whole-class feedback

This takes the form of going through work set, talking about processes and answers, and discussing and reviewing learning and misconceptions – usually in the plenary. Teachers look for opportunities to provide positive public feedback to children concerning work through the assessment cycle.



iii. Marking and Tracking

Marking and feedback are closely linked to ongoing assessments of pupil attainment. The school tracking system is used by teachers alongside the marking process. The system is used to record the pupil's achievement in relation to the relevant objective being taught and helps teachers to identify pupils who require further challenge or intervention to be successful. The information is used by teachers to form summative judgements of pupils' achievement.

Self- and peer- Assessment

We aim to involve the children as much as possible in the analysis and constructive criticism of their own work. This is a gradual process, built up over the years. The first stage is to get children to edit their own work, leading on to peer-assessment as they become confident with the process.

Response partners

It is most effective when partners are of roughly the same ability so that they see each other as peers. If the ability gap is wide, it is possible the lower-ability child to perceive the other as 'teacher'.

Pupils need time to reflect on their own work and check it before it is seen by their partner. They may well make improvements themselves at this stage. It should be stressed that the partner is looking for successes before an improvement point can be identified and agreed. The learning intention and associated success criteria must be focused on at all times. Response partners are encouraged to make positive comments. i.e *'Be helpful, not hurtful.'*

Supply teachers

Supply teachers are expected to mark to the criteria set out in this policy; please refer to the summary of symbols to be used. Supply teachers should initial any work they mark.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Foundation Subjects

In Foundation Subjects, marking is undertaken only when it is deemed necessary and beneficial for moving learning forward. As these subjects are typically revisited, marking is often not required, as it may not effectively contribute to the progression of learning. Instead, staff use professional judgment to decide when marking is appropriate, focusing on aspects that will directly support student development. Class feedback is the primary tool for addressing common issues or misconceptions, this is picked up through the lesson design and assessment processes. Occasionally, spelling errors may be corrected, but formal marking in Foundation Subjects is reserved for instances where it provides clear value in advancing student understanding.

Mathematics

In KS1, live marking is used to support children along with verbal feedback to address misconceptions. In KS2, children engage in marking their work alongside the teacher as part of the learning process. This collaborative approach allows for immediate feedback, enabling students to identify and address misconceptions in real time. By marking together, children develop a deeper understanding of their work, take greater ownership of their learning, and build confidence in their mathematical abilities. Teachers use this opportunity to provide tailored support and clarification, ensuring that each child is supported in progressing towards their learning goals. This interactive marking process also helps to foster a reflective learning environment, where children are encouraged to think critically about their work.

Marking on Showbie

Showbie is utilised as part of the Trust Advantage project to enhance feedback through the use of voice clips and written comments. This approach is currently embedded in Years 5 and 6, with the aim of expanding its use across the entire Key Stage 2. By leveraging Showbie, teachers can provide personalised and efficient feedback that supports student learning and engagement. This tool aligns with the school's commitment to using innovative methods to enhance teaching and learning practices.

Marking Symbols

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks and smiley faces or highlighting aspects of the work.

In Early Years Foundation Stage and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity.

In Key Stage 2, live marking is prioritised however, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

Feedback (including verbal feedback) will be indicated by a 'speech bubble' marking symbol followed by a single word or phrase to remind children of the necessary improvement required. The expectation will be for the child to then edit their work and make the necessary changes. This is most effective if this can be done during (or soon after) the lesson.

The intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking symbols, which includes the use of highlighters and symbol codes. The core of this is set out below



Marking and feedback at KVS

EYFS and KS1

Feedback stamps	
Full stops	
Upper and lower case letters	
Finger spaces	
Listen for sounds	
Punctuation	
Letter formation	
Verbal feedback	

KS2

Marking and feedback



	Green pen – teachers will mark in green
	Blue pen – teaching assistants, supply or trainee teachers will mark in blue
	Purple pen – children will respond to marking in purple

Monitoring and review

This policy will be reviewed **annually** by the headteacher. The next scheduled review is **September 2027**