



Kilburn Junior School

Marking and Feedback Policy



March 2026



KILBURN JUNIOR SCHOOL
Embark Federation

Policy written by: Rob Hull
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1. What is the purpose of the policy?

“The policy is designed to maximise the impact of teacher feedback on pupil attainment by focussing on what has been shown (by research) to raise standards and support teaching and learning. This policy also seeks to ensure that the vital practice of teacher feedback does not unnecessarily negatively impact teacher workload and that teacher time is used appropriately and efficiently.”

- The scope and aim of the policies and practices aim to create a system whereby teacher feedback is streamlined and efficient.
- The aim of the policy is to not force teachers to mark more, but to mark in a manner that is designed improve children’s attainment.
- As the EEF document ‘A Marked Improvement’ states: ‘Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.’

2. Why do we need a feedback policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is a key part of our assessment for learning strategy to provide feedback that ensures children make progress.

3. What are the principles that guide the school’s approach to pupil feedback?

3.1 Marking and feedback should:

- be manageable for teachers and accessible to children;
- relate to the learning intention/pupil targets and comment on previous attainment with the context of the learning intention/curricular layered target;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking;
- respond to individual learning needs: e.g. marking face to face with some and at a distance with others;
- inform future planning and target setting for groups and individuals;
- use consistent symbols across the school;
- be seen by children as a positive approach to improving their learning.

3.2 The over-riding purpose is to move children forward and to make progress. A key idea in our approach to feedback and marking has been referred to in our discussions as ‘Next step marking’. This is characterised as giving information to children regarding their learning which is **specific, developmental** and **demand; a direct response** from individual children. This success of this approach is dependent upon an effective use of assessment

information so that individual pupils are increasingly aware of what they need to do next in order to move forward. This links directly with our school approach to pupil profiling and target setting.

4. How do we mark children's work?

The school makes use of two forms of marking and feedback, live marking and feedback and post lesson marking and feedback:

All written feedback will be completed using a red pen.

4.1 Live Marking and Feedback

Live marking and feedback is a strategy designed to ensure that staff are able to capitalise on the moment at which learning is taking place, whilst learning is happening NOT after it has happened. By engaging in this strategy, staff will be able to uncover a child's current understanding and give them feedback while there is still time to influence what they do. This strategy requires staff to be on their feet and to move around the classroom.

4.1.1 Set the children on an independent task

Once staff have completed the teaching phase, they should set children an **independent** task. This enables staff to catch slips, misconceptions, children who are stuck or muddled or those who have not started yet. Staff should walk around for the first 5 minutes of independent work before starting to interact with individuals, visiting the most able first. **If they don't understand, staff know to revisit their instruction or rethink what or how they are teaching.**

4.1.2 Circulate the room and mark work

- ✓ **All adults should** have your red pen in hand
- ✓ Get down to the child's level
- ✓ Avoid disturbing other children
- ✓ Ensure success criteria are visible
- ✓ Point out success BEFORE suggesting improvements
- ✓ Do not write VF
- ✓ Target one improvement at a time

If circulating reveals most of the class are struggling negatively, staff probably need to stop the whole class and return to further instruction and guided practice in a different way, or ask a child to explain to the whole class.

By the time independent practice has ended the teacher may have written in many books and provided verbal feedback which the children have been able to act upon there and then during the **moment** of learning.

4.1.3 Set a mid-lesson review

A mid-lesson review is a vital opportunity to model the process of identifying successes and improvement so children are trained to do this alone, showing the value of continual review.

It also confirms if children are on track, shares and celebrates excellence and addresses common errors and mistakes.

4.2 Written marking and feedback

4.2.1 Summative feedback/marking

This usually consists of ticks/crosses or dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups and reviewed by the teacher afterwards.

4.2.2. Marking against the Learning Objective

Teachers focus on:

- a) Showing success
- b) Indicating improvement – next step
- c) Giving an improvement suggestion – next step
- d) Giving time to make the improvement

a. Showing success

A highlighter may be used to indicate these positive areas [Please see appendix for more details]

b. Indicating Improvement

[See appendix for teacher guidance & prompts]

Children with dyslexic tendencies may have individual letters marked in key spellings with omissions indicated eg.

c. Giving an improvement suggestion

The teacher writes down or asks the child to make an improvement. N.S is written to indicate that pupils need to respond. We have identified four types of improvement prompt [see appendix for further teacher guidance]:

- A reminder prompt (eg. 'What else could you say about the prince's clothes?');
- A scaffolded prompt (eg. 'What was the monster doing?', 'The monster was so angry that he.....')
- An example (giving exact words/phases to copy)
- An extension prompt

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point. However, where punctuation, grammar or spelling is a curricular target then children will be expected to attempt to meet their current target and meet previous targets.

Children are given feedback about the elements that the teacher has asked them to pay attention to or is currently a curricular target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

d. Giving time

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked, time is planned in the lessons or a future lesson for children to read and write a focused improvement based on the improvement suggestion.

4.2.3. Peer and Self-Assessment

a. Personal Response

Often children are asked to mark or feedback whether they feel they have met the lesson aim or not or how well they feel they have understood the objective.

b. Success Criteria

Teachers also sometimes provide specific or generic learning intention check lists for children to tick when they have completed a piece of work. These may be completed and commented on by a peer during response partner work. This is always reviewed by the teacher.

c. Checking

When children have completed a task, teachers ask them to check for things that they know are wrong in their work when they read it through. This checking may be carried out during response partner work.

5. How will this policy be monitored and evaluated?

The Senior Leadership Team and subject leaders will monitor books and talk to children about their work. Feedback and support is then provided to staff.

'Next Step' marking - Frequency & Quantity:

All children are entitled to have regular next step feedback in their books. For maths this may be once a week. For writing this will usually be at least once every two weeks.

Question Type	Examples		
Range of answers	What is 5 squared minus 3 squared? 11,16,2,13, 2 squared	What makes plants grow? Water, electric light, sunlight, milk, chips	Which strategies are likely to persuade? Discuss evidence, bias, empathy, bullying, objectivity, bribery
Agree or disagree?	This picture shows a Viking.	Goldilocks was a burglar.	45% of 365 is greater than 54% of 285.
Odd one out	Triangle, circle, rectangle, pentagon	Slowly, carefully, bright, happily	Nuts, meat, eggs, lettuce, fish
What went wrong	Picture of a circuit not connected properly	$18 \times 5 = 10 \times 5 + 9 \times 5 = 50 + 45 = 95$	The girl stared after some minutes rain fell on her head.
Explain to another student	How do you know $\frac{3}{4}$ is bigger than $\frac{2}{3}$	The difference between an adjective and an adverb	How photosynthesis happens
Opposites	Why is this meal healthy and this one not?	Why is this calculation wrong $8 \times 0.5 = 16$?	Why does this toy move and this one doesn't?



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Guide to Post Lesson Marking and Feedback

