



Kneller Hall Junior School

MARKING AND FEEDBACK POLICY

This policy applies to the whole school, including the Early Years Foundation Stage (where applicable), extra-curricular activities and all activities provided by or on behalf of the school.

Document Control:

Policy Owner	The Head, with oversight from the Board of Governors
Approved By	Board of Governors
Status	Statutory
Review Cycle	Annually, or sooner if legislation or guidance changes
Next Review Date	September 2027
Availability	School website, Parent Portal, and on request from the school office

Signed:

Sasha Davies

Head

September 2026

Kneller Hall Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential. In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and proprietor.

Marking and Feedback Policy

Introduction

Kneller Hall Junior School recognises the importance of marking as an important assessment of learning tool to generate feedback information about the lesson and learning that has taken place. Marking allows the teacher time to reflect on the lesson that has taken place and to inform future planning by identifying if there are areas of misconception or areas where extension or greater challenge is required.

Marking is also an important way of acknowledging the effort that the children have put into their work and develops positive relationships between staff and children.

Our marking policy aims to provide appropriate, relevant and accessible feedback for the children at Kneller Hall Junior School to support and develop learning.

Effective marking and feedback aims to:

1. Be clear and accessible.
2. Be specific in informing the pupil what they have done well and what they need to do to improve.
3. Support pupil confidence and self-esteem in learning, and contribute to improved learning outcomes.
4. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
5. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.
6. Be done in a timely manner.

Modes of Feedback

The most effective form of feedback will vary depending on the lesson and the needs of the learners. Teachers should use professional judgement when selecting the most appropriate method.

Immediate verbal feedback and live marking

This is considered the most effective form of feedback.

Verbal feedback and live marking ensures that teachers identify examples of work where the learning objective is being met or exceeded. It also allows misconceptions to be addressed immediately and gives the pupil opportunities to edit or revise their work.

Verbal feedback allows teachers to question pupils to deepen understanding and the live marking provides opportunities for modelling correct methods and vocabulary.

Verbal feedback will be indicated by a tick and a teacher initialling in the margin. Live marking will be evidenced by teacher comments in the pupil's written work.

Effective live marking combined with verbal feedback, reduces the need for extensive written

marking after lessons as key learning points have already been communicated to pupils.

Written Feedback

Written feedback should be used when it will genuinely improve learning. There is no expectation that teachers should provide written comments after every piece of work especially when verbal feedback and live marking have been undertaken.

Written feedback, however, should be provided on a regular basis. Regular will vary between subjects and the frequency with which they are taught. English and Maths books should feature a written comment at least once a week and it is expected after an extended task, such as an extended piece of writing or final task.

Written feedback should consist of one example where the learning objective has been achieved, and one example of a next steps in learning. It may be appropriate to use highlighters to identify in the pupil's work where a key feature has been used as part of their learning and summarise this in the summative comments.

Succinct comments are more effective than excessive written comments, and the marking code (in the appendix) should be used to support the written comments.

Marking will focus on the pupil achievements in relation to the learning objective rather than correcting every error.

Any written comments will include constructive acknowledgement and avoid comments like 'good work' which are of little value.

Whole Class Feedback

Where common strengths or misconceptions are identified, teachers may provide whole-class feedback instead of individual written comments.

Whole-class feedback may include:

- Common misconceptions
- Examples of excellent work
- Areas for improvement
- Follow-up tasks
- Additional modelling

This approach enables teachers to maximise impact with their marking.

Any marking and/or written feedback by staff is to be in **green ink**.