



## **CROXBY PRIMARY ACADEMY MARKING and FEEDBACK POLICY**



**THE CONSORTIUM**  
ACADEMY TRUST

**Effective Date:** February 2018

**Date of minuted approval by the Board of Governors:** 17 April 2018

**Review Committee:** Local Governing Board

**Review Date:** April 2020

### **Rationale**

Marking and feedback relate to learning objectives and success criteria. Marking should acknowledge effort, give positive feedback, give constructive criticism or praise for improvement, effort and excellence. Outstanding systems of marking are essential and should provide high quality, purposeful feedback. Ideally this should be immediate and open an opportunity for dialogue between the pupil and the teacher or teaching assistant.

We aim to:

- Build children's confidence through clear, concise marking.
- Use a consistent marking system through Academy.
- Mark to set objectives and meet individual needs.

Responsibilities

### **Teachers & Teaching Assistants**

- Inform children of the objective for the task and the selected focus for the marking
- Commit to giving verbal feedback and live marking during the lesson wherever possible.
- Monitor progress through regular diagnostic marking and improvement time.
- Monitor pupil improvements and further work in relation to previous targets to ensure progress.
- Ensure that all pupils are taught a high quality of presentation. Staff writing in books will model this standard of presentation.

### **Subject Leaders**

- Monitor the consistency of subject marking in work samples.
- Monitor the quality of displayed subject based work.

### **Head and Senior Leadership Team**

- Monitor the effect of policy and guidelines on pupil progress.

## **Procedures**

### **Setting Objectives for children**

- Learning objectives (TBAT), will be shared with pupils within the lesson and linked to pupil progress and attainment. The learning objectives and any relevant success criteria should guide the marking focus and be explained clearly. (Appendix 1)

### **Verbal responses to work**

- Teachers give frequent verbal feedback to the whole class, groups and individuals on their work in relation to learning objectives. Questions are used to challenge thinking, stimulate improvements in children's work and motivate. Individual targets are often set from this discussion.
- The majority of the time, the most common form of feedback will be verbal.
- Where verbal feedback asks for a child to edit work, the children will respond in a green pen.
- Where verbal feedback asks for an improvement, the children will respond within an open ended yellow box.

### **Written responses to work in all books**

Teachers must in all written work:

- Ensure that work is marked before a book is given back to a pupil
- Mark using a blue pen
- Use the Academy's cursive handwriting
- Acknowledge answers to questions/grammar activities with a blue tick or a dot, if marked by the teacher or a green tick or a dot if marked by a child.
- Acknowledge the work with a blue tick at the end.
- Acknowledge any improvements that they requested with a blue tick
- Draw attention to:
  - any missing punctuation by drawing a line in the appropriate place.
  - any missing words with a blue ^ in the space
  - any poor grammar is addressed by underlining the work. Eg. We was
- ensure that staff write an S (for supported) when working with a group that has been given considerable guidance

### **Spelling**

- Teachers will focus on age related spelling mistakes.
- In Key Stage 1 by writing a 'sp' next to the word and the correct spelling will be written at the end of the work in pre-cursive hand writing. All pupils will write corrections 3 times at the end of the work.
- In Lower Key Stage 2 by writing 'sp' next to the word, children would be expected to find the correct spelling in a dictionary and write the correct spelling in green pen in the appropriate place.
- In Upper Key Stage 2 by writing 'sp' in the margin for the pupil to identify the word themselves and correct the spelling using a dictionary and write the correct spelling in green pen in the appropriate place.
- At the teacher's discretion, any SEND children or children with specific barriers to spelling, may use a spelling strategy from a previous Key Stage.
  - *In the Spring and Summer Terms Year 2 Independent Writing Books will indicate a spelling error by showing 'sp' in the margin on the line where the error occurs. In Year 2 and in 6 there will be no reference made in Independent Writing books to specific errors.*

**In Extended Writing lessons:**

- All independent pieces of writing will be marked diagnostically against the success criteria, where possible with the child present. A way forward will be given, this can be given verbally indicated by an open ended yellow box or written (WF) with an open ended yellow box.
- Improvement time will follow immediately or as soon as possible, after this work and allow for challenge, extension or correction.

**In Reading Response lessons** (evidenced in books at least once per week):

- The teacher will identify a correct answer with a blue tick next to the answer and error within by the use of a dot.
- Time will follow immediately after this work and allow for extension (Yellow Box) or correction (Green Pen).

**In Maths lessons**

- In the overwhelming majority of lessons, pupils will mark their own fluency tasks, placing a small green tick or small green dot in the maths square next to answer. If a teacher marks it will be the same format with a blue pen.
- Following on from the 'Fluency' session pupils will self assess their learning by writing and underlining one of:

Super Spicy (reasoning/problem solving);

Spicy (varied fluency);

Hot (same day intervention);

The teacher must highlight the child's assessment in yellow to show they have acknowledged and agree with the children's assessment. Eg. Super Spicy.

Work within an open ended yellow box will indicate the teacher asking the child to prove their reasoning.

*An example of work, self assessment and marking can be found in Appendix 2*

**Pupils may be asked to discuss work individually or in pairs but children will only put a written response in their own work; under close guidance of the teacher they will:**

- Mark their own work as the teacher calls them out in a green pen/pencil.
- Evaluate their own work using 1 star and a way forward WF

Quantity of Work Required

**In Reading Response lessons** (evidenced in books at least once per week):

**In Maths lessons** (evidenced at least 3 times a week)

**In Theme lessons:** (evidenced in books 3 times a week *including 1 science lesson*)