



CROXBY PRIMARY ACADEMY

MARKING and FEEDBACK POLICY

Effective Date: September 2020

Date of minuted approval by the Local Governing Board: September 2020

Review Committee: Local Governing Board

Review Date: September 2021

Rationale

Marking and feedback should 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 school.
- Mark to set objectives and meet individual needs.

Responsibilities

Teachers & Teaching Assistants

- 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.
- 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 following a yellow line with their improvement.
- Where verbal feedback asks for an improvement, the children will respond within an open ended yellow box.

Responses to work in all books

Teachers must in all written work:

- Draw attention to:
 - any missing punctuation.
 - any missing words.
 - any poor grammar. Eg. We was

Spelling

- Teachers will focus on age related spelling mistakes.
- In Key Stage 1 by highlighting the word to the child providing the correct spelling, which 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 highlighting the word to the child, who will then change the spelling by using a dictionary.
- In Upper Key Stage 2 by telling the child which line they have a spelling mistake for the pupil to identify the word themselves and correct the spelling using a dictionary.
- 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.

Key Stage 1

In Writing lessons:

- Where possible, writing in KS1 will be marked with the child present by providing verbal feedback to correct, extend or challenge. This will be responded to immediately by the child.
- Following the series of lessons, children will be provided the opportunity to edit and improve their work to create their final piece in their extended writing books. This final piece will be the child's own work and will not be marked by the teacher.

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

- The child will identify a correct answer with a green square next to the answer and error within by the use of a dot.
- Time will follow immediately after this work and allow for extension or correction (Green Pencil).

In Maths lessons

- In the overwhelming majority of lessons, pupils will mark their own fluency tasks, placing a small green tick-square or small green dot in the maths square next to answer.
- 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);

Key Stage 2

In Writing lessons:

- All pieces of writing throughout the week will be completed on a template using Purple Mash and verbal feedback will be provided to the children to provide challenge, extension or corrections. These will be completed by the child immediately.
- Following the series of lessons, children will be provided the opportunity to edit and improve their work to create their final piece in their extended writing books. This final piece will be the child's own work and will not be marked by the teacher.

In Reading Response lessons (At least once per week):

- These will be completed on LBQ (Learning by Questions) and verbal feedback will address misconceptions and errors.

In Maths lessons

- In the majority of lessons, verbal feedback to challenge or address misconceptions will be provided in response to their work, which will be completed on LBQ.