



CROXBY PRIMARY ACADEMY

MARKING and FEEDBACK POLICY

Effective Date: December 2020

Date of minuted approval by the Board of Governors: December 2020

Review Committee: Local Governing Board

Review Date: September 2021

Rationale

Marking and Verbal Feedback should relate to learning objectives and success criteria. Feedback should acknowledge effort, give constructive criticism or praise for improvement, effort and excellence. High quality feedback, which is purposeful, is essential to progress learning. 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 feedback.
- Provide verbal feedback, which relates to the success criteria and year group objectives and meets the individual needs of the child.
- Use a consistent marking system through school.

Responsibilities

Teachers & Teaching Assistants

- Commit to giving verbal feedback during the lesson wherever possible.
- Monitor progress through regular diagnostic verbal feedback 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.

Subject Leaders

- 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.

Verbal Responses to work

- Teachers give frequent verbal feedback to the whole class, groups and individuals on their work in relation to learning objectives and their year group criteria.
- Questions are used to challenge thinking, stimulate improvements in children's work and motivate.
- The main form of feedback will be verbal.

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 corrected in their books.
- 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 provide 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):

In KS1

- 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 tasks, placing a small green square or small green dot next to their answer.

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 with 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 using LBQ.