

Crosslee Community Primary School

Marking and Feedback Policy



Changing Lives in Collaboration – Together We Make the Difference

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1. Introduction
2. Aims and objectives
3. Principles of marking and feedback
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1. Introduction

At Crosslee Community Primary School we take a professional approach to the tasks of marking and giving feedback. All children are entitled to regular, specific and constructive feedback on their learning in order to know where they are and the next steps needed to make further progress. Therefore, all teachers mark work and give effective feedback on a daily basis as an essential part of the assessment process. The Rights Respecting framework is taken into consideration throughout.

2. Aims and objectives

We mark children's work and offer feedback in order to:

- Show that we value the children's work, and encourage them to value it too
- Boost the pupils' self-esteem and raise aspirations through the use of praise and encouragement. The main objective of marking and feedback is to help children learn or move their learning on
- Share expectations
- Offer the children specific information on the extent to which they have met the lesson objective (WALT- We Are Learning To...)
- Develop the children's understanding and security in learning from their mistakes
- Promote self-assessment through a range of strategies whereby the children recognise their own areas for development

3. Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child. Praise should be used frequently.
- Marking and feedback is the dialogue that takes place between teacher and pupil, we encourage this while the task is still being completed.
- Comments should be specific and appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Teachers must ensure that children are given opportunities at the start of the following lesson to improve on areas identified and is evident through purple pen improvements.
- Marking will always be carried out promptly, and where possible be completed within the lesson or before the next session.

4. Implementing the marking policy

- Teachers use green to mark.
- Ticks are to be used throughout the piece of work, to show where work is correct.
- A gold star stamp is used to indicate new understandings, improvements and effort.
- The letters 'OF' are used to identify where oral feedback has been given by the teacher.
- Purple pens are provided in all classes (Y1 to 6) for children to use to respond to marking and feedback comments.

Marking in Early Years

In Maths and English marking, Reception mark in line with the rest of school. Oral feedback is used throughout all lessons.

A smiley face is used to indicate good work with a specific verbal positive comment.

Maths marking

Each piece of maths' work is marked using the following symbols:

✓ when the answer is correct

` to indicate an error

English marking:

All pieces of writing should be marked in line with the marking policy.

- Marking should focus on the WALT and age related expectations (or PSP targets)
- As appropriate, incorrect letter formation, letter joins and spelling will be addressed
- Each piece of English work is marked using the following symbols:

^ - omission

CAP – Capital

~~~~~ - Spelling

Ⓟ - Punctuation

In English, the wand is used for editing and next steps.

## 5. Expectations during cover

It is expected that marking and feedback is completed by the covering teacher, in line with the school policy.

## 6. Monitoring and Review

We are aware of the need to monitor and update the school's Marking and Feedback Policy on a regular basis, so that we can take account of improvements made in our practice and in regard to work/life balance. We will therefore review this policy annually or more frequently as new systems and strategies are introduced.