

Marking & Feedback Policy Crudgington Primary School

Objectives

The objectives in marking for staff may include:

- i) recognition and praise of achievement or effort by the child;
- ii) acknowledgement of a child's progress or development in their work;
- iii) diagnosis of problems addressing misconceptions and correction of mistakes;
- iv) informing planning, focusing on areas of learning for groups or individuals
- v) giving focus pointers for an individual's future development in relation to an existing or new specific target
- vi) making summative comments, identified in planning, at the end of a blocked unit, which may, in foundation subjects, indicate children's progress in an end of year report
- vii) assisting the monitoring process in school
- viii) identifying the level of support provided to pupils by members of staff

The purpose of marking for children (i.e. staff, self or peer marking) may include:

- i) acknowledging the positive aspects of their work and reinforcing successes;
- ii) improving the quality of their work;
- iii) giving encouragement and / or a sign of approval;
- iv) challenging them to further improve their learning.

Teacher's marking will include some aspects of:

- i) advice in language which can be understood by pupils, appropriate to their level of understanding;
- ii) clear feedback to children about the strengths and weaknesses of their work;

- iii) encouragement for children's self-assessment, so that children can evaluate their own progress against agreed success criteria
- iv) focused marking relevant to planned learning objectives, success criteria or targets.

Maths and Literacy Focused "Closing the Gap" Marking

For Maths and Literacy we have agreed that weekly **focused** "Closing the Gap" marking of work for each child should take place.

This should be for a group of children who have **not** had focused input from the teacher on that day.

What Closing the Gap Marking should look like:

- Pupils using a key (with coloured pencil crayons) against the success criteria (underlining with a ruler) to show where they have met these within their work.
- "Closing the Gap" written feedback should be given relating to the shared Success Criteria or the learning objective
- Work should be scrutinised to identify areas for improvement and a "Next Step in Learning" for the individual child should be given in red pen.
- Ensure that feedback time and time for children to respond to feedback is allowed for in lessons.
- CTG tasks should be marked upon completion and initialled
- Staff should evaluate their planning and adapt it according to what is discovered

Model Layout

- CTG - will be used to signify a closing the gap task
- The task will be written using full lines below
- Adequate space will need to be left for the children to respond.
- A star should be used to indicate where the improvement needs to be made.
- One line denoted in green pen will indicate a short response required - 1 word/phrase/sentence
- Two/three lines denoted in green pen will indicate a longer written response is required

- A vertical green line in the margin will indicate a paragraph is required

During teacher focus group time, feedback will be conducted alongside the work and may take the form of a commentary or discussions as to how the work progressed.

By the end of any one week, this would mean that all children in the class will have **two** lots of focused feedback about their work - one as part of teacher focus group time and one following independent working time.

TA & HLTA Marking

TA's and HLTA's who support a group during a lesson will be expected to mark the work of the group using blue ink. They will also provide a CTG task for the children in their group for both numeracy and literacy lessons once a week

Times to complete CTG marking may include:

- Morning registration
- Assemblies
- PE sessions where input is not required
- Outside provision e.g. music2the4
- Points when support staff are not directly involved in teaching and learning.

Children's responses to marking and feedback

Children are encouraged to respond to marking and feedback including that of their peers, as this will

- make them responsible for self-correction;
- form the basis of a discussion between the teacher and the child;
- enable the child to self-evaluate and note their next step in Learning

Marking of Spellings

General spellings should be picked up daily but focussed corrections should be done once a week.

- Reception/ Year 1 - 2 HFW & Application of Phonics
- Class 2 - Year 1 - 3 HFW & Application of Phonics
Year 2 -3/4 spellings with phonics application. Check back on spellings during the week
- Class 3 - underline 3/4 words children look up and correct continue with HFW
- Class 4 - underline 3/4 words children look up and correct continue with HFW
- Class 5 - underline 4/5 words children look up and correct continue with HFW
- Please check that in later examples of work the children are using the correct spelling.
- Marking of spelling, punctuation and grammar. To be used in conjunction with Alan Peat sentences and Success criteria

During the marking of spellings, teachers should model for the children either;

The correct spelling of an incorrect word.

The spelling rule that the children are getting wrong, explain the rule and ask them to correct their spelling

Or write the incorrect word with the correct sound and an incorrect one, and ask the children which one is right e.g gait or gate

Guidelines for Marking

A series of symbols to highlight areas to be corrected

sp 'sp' in the margin with the word underlined (no more than 5) indicates an incorrect spelling. The pupils should be expected to Look, Say, Cover, Write, Check these words three times.

O Missing punctuation circled and written in a few sentences to model how to use it, as appropriate.



indicates that a new paragraph should be started

FG

teacher focus group

TA

Teaching assistant guided

CS

Cover Supervisor

OA

other adult

CTG

Closing the Gap Task

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Related to Close the Gap- where improvement is
needed