



Marking & Feedback Policy

Review Date February 2022

(Covid-19 Update September 2020)

Every Child, Every Chance, Every Day, Working Together



MARKING & FEEDBACK POLICY

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1. INTRODUCTION

At Crabtree Farm Primary School, we believe that the effective marking of pupils' work is an integral part of a successful teaching and learning process. It is important that we have a consistent approach throughout the school to marking pupils' work. Marking and feedback is an essential element in the progress, assessment and the raising of standards throughout our school.

2. WHY DO WE MARK?

Marking is an interaction between teacher and pupil showing that we value their work and to motivate them and to celebrate their success. It enables us to check outcomes and make decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

3. AIMS

Through the selection of a range of appropriate and purposeful marking strategies and as an integral part of effective teaching, we aim to:

- 3.1 Provide effective and appropriate feedback to pupils to ensure that they make continuous progress
- 3.2 Provide pupils with the necessary information to ensure they are clear about how well they are doing and what they have to do to enable them to reach the next level
- 3.3 Provide pupils with a clear understanding of their own strengths and areas for improvement
- 3.4 Encourage children to comment on the standard of their own work and that of others and enabling independent learning
- 3.5 Reinforce high expectations
- 3.6 Inform planning and to assist in the matching of the task to the needs of the pupils
- 3.7 Assist teacher's self-evaluation regarding the effectiveness of their planning and delivery
- 3.8 To provide consistency both throughout the school and across the curriculum

4. STRATEGIES

Effective marking and feedback can be undertaken in a variety of ways. This can depend on the task being marked, the age of the child and individual needs of the child.



- 4.1 Staff and pupils will use the school marking symbols as and when appropriate.
- 4.2 A copy of the marking symbols will be displayed in each classroom and in maths and English books for pupils and staff to see.
- 4.3 Strategies can include:
- Written comments
 - Correcting answers only
 - Graded (marks out of ...)
 - Target setting
 - Discussion
 - Questioning

5. CONTENT

- 5.1 Staff MUST:
- a) acknowledge every piece of work. This can be done by a teacher or teaching assistant. Children can self-mark.
 - b) use red pen to mark children's work
 - c) use a 'closing the gap' statement to move learning on, using professional judgement as to where and when this is appropriate (approximately 1 in 3).
 - d) allow time in the lesson for children to respond to feedback.
 - e) correct basic mistakes in work including punctuation, spelling, grammar and handwriting. This should be age/ability appropriate.
- 5.2 Children MUST be given time to respond to given feedback in a green pen.

6. ROLES

- 6.1 The leadership team will monitor the effectiveness of the marking policy.

7. REVIEW

- 7.1 Acceptance of the marking and feedback policy implies a commitment to it.
- 7.2 A review of the policy will be undertaken in 2022.



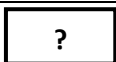


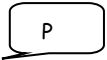
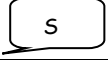

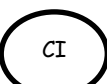



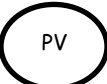
8. COVID-19 AMENDMENTS



- 8.1 No peer marking to be done in lessons.
- 8.2 Books can be taken home to mark, however it is preferable if this is done in school.
- 8.3 Active marking to be done orally adhering to social distancing guidelines.
- 8.4 Hand sanitising protocol to be followed before and after handling books.

Reviewed and updated by
Leadership Team



Crabtree Farm Primary School Marking Symbols

Symbol:	What it means:	Symbol:	What it means:
	Positive comment	^	Missing word
	'Closing the gap' comment	//	New line
	Question for pupil to answer	///	New paragraph
	Punctuation missing/error Missed capital letter	?	Doesn't make sense
✓	Right answer	sp.	Spelling mistake
X	Wrong answer	hw.	Handwriting mistake
	Verbal feedback		Peer-assessed
	Self-assessed		
	Independent work		Child Initiated (EYFS)
	Group work (with adult)		Independent within an adult led group work (EYFS)
	Reflective Child's Voice (EYFS)		Parent's Voice (EYFS)

-  All marking to be completed in red pen
-  Children to respond to marking/feedback in a green pen/pencil crayon

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