



Marking & Feedback Policy

Review Date February 2024

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 the EYFS Achievement Records.
- 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, teaching assistant or directing children to self-mark (in green pen).
 - 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 the 'closing the gap' statement in a green pen.

6. ROLES



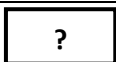



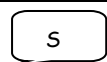

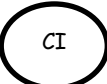



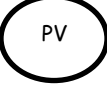
- 6.1 The leadership team will monitor the effectiveness of the marking policy.




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 2024.

Reviewed and updated by
Leadership Team

Crabtree Farm Primary School Marking Symbols

Symbol:	What it means:	Symbol:	What it means:
	Positive comment	✓	Right answer
	'Closing the gap' comment	X	Wrong answer
	Question for pupil to answer	?	Doesn't make sense
	Punctuation missing/error	sp.	Spelling mistake
—	Missed capital letter	hw.	Handwriting mistake
^	Missing word		Verbal feedback
//	New line		Peer-assessed
///	New paragraph		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 adults' marking to be completed in red pen
-  All children's self marking to be completed in a green pen/pencil crayon
-  Children to respond to 'closing the gap' statement in a green pen/pencil crayon

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