



Marking and Feedback Policy

Cranbrook Education Campus: Primary

2020-2021

Date Agreed: January 2021

Date for Review: January 2022





Vision

At Cranbrook Education Campus we believe that a successful marking and feedback policy contributes to all children being active participants in their learning and to the raising of standards in all subjects. A good policy should provide feedback to children, recognise achievement and identify next steps. It is an essential part of the on-going cycle of assessment.

Objectives

Effective Feedback should:

- Be provided in a timely manner
- Provide clear information to children about the strengths and areas of development of their work
- Recognise, encourage and reward children's efforts and progress
- Encourage children to strive and improve
- Demonstrate continuity and consistency in our approach to children's learning and written outcomes in all subjects
- Provide a model that pupils can use themselves when assessing their own work
- Inform future planning

Nursery and Reception Expectations

There is no formal marking in our Nursery. Our youngest students in Nursery receive verbal feedback, with encouragement and challenge to extend their learning. In addition, information gathered from observations in Learning Journeys feed into next steps which are then shared with children through discussions.

In our Reception classes we follow the same format as Nursery, although some formal feedback is given for the writing tasks completed at the end of each teaching sequence, when next steps are discussed and agreed with students. Targets for writing and maths are also set regularly. In our continuous provision, live marking is provided with staff using sticky notes to show correct letter formation, number formation, tricky word spelling etc. Children can correct immediately, and this is added to Learning Journeys as evidence.

Every three weeks children share their Learning Journeys with their teachers and discuss their next steps/targets. This is then recorded in their Learning Journeys.

Key Stage 1 and Key Stage 2 Expectations

Marking

- Marking should take place daily, beginning with core subjects
- Disadvantaged students and the lowest 20% should have their books marked first
- Students should be given the opportunity to respond to marking as age appropriate
- Teacher comments will focus on subject specific strengths and targets to improve
- Teachers will mark positives in green pen/highlighter and areas to improve in orange highlighter





Presentation

- All students will mark-make or write in pencil or black handwriting pens (year 4 and above)
- Students should write out the date, title and LO for each lesson, unless it is provided for them by the adults (as age appropriate)
- Students will make corrections to work in purple pen (unless handwriting practice, which will be written in pencil)
- Date and titles should be underlined with a ruler
- Dates are to be written in full for English and in short elsewhere
- All tables, diagrams and drawings should be completed in pencil
- Children are to miss a line in their books from the last piece of work rather than starting each piece on a new page
- Teachers must model presentation expectations, such as writing by the margin, using the agreed handwriting style and ensuring that writing is neat and legible

Marking and Feedback - English and Cross Curricular Writing Opportunities

- All writing will be marked using the codes below
- Marking codes will be clearly displayed in class and shared with pupils
- All writing will be marked daily for spelling, punctuation and handwriting
- Teachers will clearly focus on the learning objective in their marking
- There will be evidence of ongoing marking of children's individual targets (set in the elicitation task)

Marking and Feedback in Mathematics

Marking and feedback in mathematics is the process whereby a teacher looks at a piece of pupil's written work, examines it for errors, misconceptions and/or conceptual and procedural fluency, and responds either in writing, speech or action. This feedback will be evident in children's progress in books.

Formative assessment that supports pupils' learning is built into lesson designs. This includes well-structured classroom activities involving conceptual and procedural variation, regular opportunities for discussion of answers and strategies for interaction, and dialogue focusing on key ideas and concepts (including misconceptions). There will also be evidence of teachers supporting pupils with effective and efficient strategies for working mathematically.

It is an expectation that all calculations will be marked daily. Ticks will be used for correct calculations and dots will draw attention to where work is incorrect.

Marking and Feedback in Humanities and Science Booklets

Children will be expected to independently answer the questions in their booklets, after whole class reading of each section has taken place. Booklets will be self-marked as a whole class using 'tick or





correct' throughout the lesson. Teachers will be expected to address misconceptions where children are incorrect in their answers.

History and Geography essays will be marked using the same guidelines as in English.

Student Reflection

- Students will have regular opportunities to respond to marking and use it to progress in their learning.
- Student responses will be completed in purple pen.
- There will be clear evidence that marking is having an impact on learning.
- English writing assessment sheets will be kept in the front of books. Children will be able to refer to these when talking about their targets.

Formative Assessment

- Formative assessment will be evident in exercise books through target setting at the beginning of an elicitation task (Maths and English) and through measuring progress against the target throughout the unit of work.





Marking Symbols

Main Symbol	What It Means
G	Indicates Guided work, which has been completed with close teacher guidance
CP	Independent work carried out during continuous provision in Reception and Year 1
TA	Indicates work that has been completed with TA support
S	Indicates shared work (work completed as a group)
I	Independent
SA	Self-Assessment
T	This indicates a child's Target
ST	Supply Teacher
✓	Indicates sections and phrases that are correct (tick above) This can also be used at the bottom of a piece of work to show elements that have been included e.g. ✓ conjunctions ✓ adverbs ✓ C and . ✓
✓✓	Indicates where a child has achieved the target
⬆	Next Step
🗨️	Say your sentence out loud
👂	Use your phonics
✍️	Write on the line
___ x 5	Letter or number reversal – write in the correct way for children to copy x 5
Sp	Spelling – either in the margin or underline the word as appropriate
C	Capital Letter
H	Handwriting
○	A circle in the margin highlights missing punctuation (punctuation to be added inside)
~~~~~	May be used to focus the pupils' attention to an area of work
/	Spaces needed between words
//	New Paragraph
Green Highlighter	Highlight achieved/learning objective in green
Orange Highlighter	Highlight to draw attention to an area that needs to be improved/rewritten





### Further suggestions to support written feedback and workload

Instead of	The Teacher	The Child
Writing that the learning objective has been met	Highlights the learning objective in green.	Underlines where they have demonstrated the L/O in purple pen.
Writing that the learning objective has not been met	Highlights the learning objective in orange.  Delivers an afternoon intervention to address misconception.	The child re-writes an underlined sentence using the L/O.
Writing well done	Highlights in a green pen/highlighter the most successful aspects of the child's writing or uses the tick symbol above the work.	Where appropriate, the child writes a reason for/the impact of the highlighted section (next to a green dot).
Written annotations and formative feedback	Instead of writing full sentences, puts a tick and the reason at the bottom of the work: e.g. ✓ conjunctions ✓ adverbs ✓ C and .	Underline where they think they have met the objective: e.g. conjunctions
Pupils self-editing	Draws attention to an area of work to edit (verbally or with orange highlighter).	Independent editing.
Marking every book each day in depth	Gives feedback to guided group and writes "G". These books do not need to be marked.	Responds to feedback throughout the guided session. Progress will be evident.
Marking every book each day in depth	Where a TA has supported, ensure they also have high standards with non-negotiables (H, Sp & letter formation).	

Work and tasks are structured to be challenging to promote progress. We have a wealth of experience at Cranbrook Education Campus; Teaching Staff, Classroom Support Assistants, Trainee Teachers and Volunteers. Different groups will work with different support throughout the week and will also work independently. This will be reflected using the symbols in the books.

