Cropredy C of E Primary School

MARKING AND FEEDBACK POLICY

This policy was agreed by the governing body on:

Date ……November 2026……..

To be reviewed……July 2028…….

Chair of Governing Body……Maria Morris…….

Headteacher……Will Reeves……..

CROPREDY CHURCH OF ENGLAND PRIMARY SCHOOL
Marking and Feedback Policy

Why do we need a marking policy?
It is important to provide constructive feedback to children, focusing on success and improvement needs against the learning objective. Constructive feedback enables children to become reflective learners and helps them to close the gap between what they can currently do and what they need to do next.

The policy is written in line with the schools vision and values of children *'Building Bridges to a Brighter Future'.*

Aim: to establish a consistent and effective approach to the way work is marked and feedback given.

Principles that guide our approach to marking.
Marking and feedback:-
- Is accessible to children and manageable for teachers
- Is undertaken soon after the learning has taken place to ensure next steps are addressed in a timely fashion
- Gives recognition for achievement and clear strategies and opportunities for improvement
- Relates specifically to the learning objective
- Uses consistent codes across the school
- Is a response to individual learning needs
- Informs future planning

How we mark children's work:
Oral feedback:
It is important for all children to have regular oral feedback from the adult working with them. Verbal feedback should usually focus on how the child is progressing towards the LO and/or how to improve further. Verbal feedback is recorded in the child's book with the appropriate code (VF)

Summative feedback/ marking:
This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is right or wrong. This can also be self, or peer marked. The learning objective may be ticked as described below. A written comment may be given.

This form of marking can take place in the form of live marking which occurs during the lesson and at the end. All lessons end with some form of feedback/marking.

Formative feedback / marking:
Not all pieces of work need to be 'deep marked.' Each child should have a piece of work in a particular subject more deeply marked at least once a week; this should include a 'Next Step' task to consolidate or move the learning forward.

Marking may consist of the following:

- Learning objective ticked to indicate level of success
- Consolidation or next step comment
- Ticked work to indicate correct answers
- Dots to indicate incorrect answers
- Verbal feedback given (VF)
- 1 House point awarded for a really good piece of work
- Self/peer assessment

Marking codes

T or TA	This section of the work has been guided through by a member of staff. T indicates a teacher has worked with the member of staff, TA indicates Teaching Assistant has worked with the group or individual.
CS	Colourful Semantics has been used to support this child in creating the sentence/phrase (but this is not evident by looking at the book.
VF	No written comment as verbal feedback given. For younger children this verbal comment may also be recorded at the end of the piece of work.
I	Independent work by the child. We will assume all work is independent, this is applicable, where support has been given up toa point, and the work indicated with an I is individual from then on.
✓	Learning objective has been achieved or correct answer
.	Child needs to try this question again next to original answer.
adn	Green circle over incorrect spelling of a word the child should know. The child needs to correct these spellings - maximum of 3 at the bottom of the page.
Why!	Green circle over missing or incorrect basic punctuation (fully stop, capital letter, comma). The child needs to correct this in their writing in purple pen (Years 2 upwards).
1 hp	1 House Point given for a really good piece of work.
	How many seconds are in a minute? Next steps are there to consolidate or move on learning form the lesson. These are written, in full, in the child's book, one in every 3 pieces of work. They are purposeful pieces of writing to develop learning form the lesson.

Children must be given time to read, reflect and respond to marking and feedback. Teachers should allocate times for children to respond to marking and feedback. This time may be given at the start of the day or as part of a specific lesson. It should be clear over time that a child is not being given the same next steps/green-to-grow comments. Rather, it should be clear that these are either addressed, showing progress, or that child's underlying need/barrier has been identified and addressed

Deep marking:

Deep marking will happen in English at least once per week to support children's editing and proof-reading skills in order to move their learning on. In addition, there will be deep marking taking place in other subject areas. **(One in every 3 pieces).** Teachers focus on the learning intention of the task, the emphasis being on both successes against the learning objective and improvement needs. Clear, focused comments will be written, which will push the child's understanding forward. This could include asking the child to explain their understanding of a concept or choosing an appropriate answer to justify their learning.

Next steps or consolidation activities should be present (once in every 3 pieces) in the following books:

- Maths
- English
- Science
- Humanities
- RE

Other subjects, such as Art, DT PSHE there is not a requirement for next steps marking.

Spelling, punctuation and grammar: Not every element of spelling, punctuation and grammar are marked in every piece of writing. Adults will, however, incorporate observations of such errors in their ongoing assessments and address in future teaching.

EYFS:

In Early Years, staff also assess against the LO. pupils are assessed against the LO using an assessment triangle. The assessment triangle indicates the scale to which the pupil met the LO.

	A single sided of the triangle indicates that the pupil has shown little to no understanding of the concept or required an extensive amount of modelling. A next step will be given.
	Two sides of a triangle indicate that the pupil with some support and some modelling was able to successfully meet the LO. A next step may be given.
	A completed triangle indicates that the pupil was able to successfully meet the LO with relative independence. A next step may be given to extend learning.

All pupils receive verbal feedback after completing the learning activity and are talked through their next step.

At times staff may use symbols to visually indicate what their next step could be. These include:

	Indicating children need to include finger spaces
	Indicating letters need to sit on the line
	Indicating children need to focus on segmenting and listening to sounds
	If letter formation is the focus, teachers will show the correct letter formation in yellow, and children then overwrite and independently practice

Staff will also indicate the extent of independence shown when completing the task.

I – Independently completed

S-L – low level of support & few prompts given

S-M – medium level of support & some prompts given

S-H – high level of support & numerous prompts given