

**Great Crosby Catholic Primary School**  
'...that they may have life and have it to the full.'

# **Feedback & Marking Policy**



Date of issue:	April 2025
Review date:	April 2027

## Marking and Feedback Policy Rationale

**‘Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.’** *(Report of the Independent Teacher Workload Review Group)*

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of our Assessment process as it offers both the teacher and pupil an opportunity to identify strengths and weaknesses.

At Great Crosby, we believe that the process of marking and offering incisive feedback should be provided in the moment - it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed. Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning. Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets. Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

### Marking and Feedback at Great Crosby:

We know that feedback is most effective when given in the moment (live), 1:1 or small group.

We use TAs effectively to give supportive and active feedback to pupils during a lesson. We ensure our TAs are clear about age related non-negotiables.

Visualisers used to provide live active marking, showing good practice and praising pupils’ work.

Editing and improving work is common practice, and heavily modelled until children can complete confidently independently.

Teachers mark in green pen.

This ‘Feedback and Marking Policy’ has been written to improve the quality of teaching and learning for our pupils, but also the workload and well being of our staff.

### Role of Other Adults Supporting Marking and Feedback

All staff in the classroom are expected to mark in the moment, this will support children in receiving immediate feedback which they can respond to. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. Children should be encouraged review their own or another child's work, and the teacher will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.

# English

**As much as possible, live marking and feedback should be taking place to address errors and misconceptions in the moment. Both teacher and TA can do this.**

## **Learning Objective (LO)**

Target symbol- full if met, empty if not met.

G – guided by teacher in a group

TAG – guided by TA

P – prompted (work is not fully independent and has been scaffolded)

CI – child initiated (EYFS)

St – students

S - supply

Common errors and misconceptions (including presentation issues) will be addressed in the next lesson by the teacher.

## **Presentation, Handwriting, Grammar and Spelling**

All work should follow DUMTUM (Date, Underline, Miss a line, Title, Underline, Miss a line).

Use of rulers must be taught and used from Year 2.

There is an expectation for all children to write on the line with a sharp pencil or pen, starting at the margin.

Mistakes should be rubbed out or crossed out with a single line (rubbers are not to be overused and at the discretion of the teacher).

Presentation concerns should be addressed during live marking and improvements be evident.

Expectation that previous years' words are spelt correctly.

Live marking can be used to address incorrect spellings / misconceptions during the lesson.

Focus of the lesson should be live marked where possible.

Capital letters and full stops should be used correctly from Year 1.

## **Sentence Accuracy**

This is a heavily scaffolded part of the lesson, and children's work should contain minimal errors, all of which should be picked up by live marking, and addressed in the moment. Peer marking can also be used.

## **Incidental / (Extended Writes)**

Spellings corrected (as appropriate) by an adult. Children are to copy (max of 3) correct common exception, high frequency or relevant technical spellings out 3 times.

Children should be given the opportunity to edit their own work (using their 'Sentence Accuracy Checker') before a teacher marks it. This should be done using purple pen.

Editing time to be allocated accordingly (this must be modelled until children are secure and independent).

When children produce their end of unit piece of writing, time will be given for 'Writing Clinic'. This style of 1:1 conferencing with children will provide bespoke feedback and provide the opportunity to delegate travelling targets.

Travelling targets have to be met several times to be secure. These should then be stuck at the back of the books when achieved.

Children should edit and correct errors using purple pen. It is important that children identifying the errors themselves.

Teachers, using their professional judgement, will either identify where an error is using a circle (so children have to work out the error), or indicate what the error is in the margin ( and children have to locate the error). Children should find, edit and correct errors using purple pen. It is important that children find/identify the errors themselves.

Moderated pieces will have good practice highlighted in green, areas for improvement circled in green highlighter.

\*SEND children's work should be marked according to their ability, using any necessary information from their support plan.

## Maths

**As much as possible, live marking and feedback should be taking place to address errors and misconceptions in the moment. Both teacher and TA can do this.**

### **Learning Objective (LO)**

Target symbol- full if met, empty if not met.

G – guided by teacher in a group

TAG – guided by TA

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CI – child initiated (EYFS)

St – students

S - supply

Common errors and misconceptions (including presentation issues) will be addressed in the next lesson by the teacher.

### **Presentation**

All work should follow DUMTUM (short Date, Underline, Miss a line, Title, Underline, Miss a line)

Rulers must be used.

1 digit per square (ensuring place value is accurate).

There is an expectation for all children to write on grid lines with a sharp pencil.

Mistakes should be crossed out with a single line.

Working out is encouraged.

Presentation concerns should be addressed during live marking and improvements be seen.

Live marking can be used to address misconceptions during the lesson.

Focus of the lesson should be live marked where possible.

Children will mark and correct in purple pen.

Teachers must oversee the children's marking.

## RE and other subjects

### **Presentation, Handwriting, Grammar and Spelling**

All work should follow DUMTUM (Date, Underline, Miss a line, Title, Underline, Miss a line)

Rulers must be used.

There is an expectation for all children to write on the line with a sharp pencil or pen, starting at the margin.

Mistakes should be rubbed out or crossed out with a single line.

Presentation concerns should be addressed during live marking and improvements be seen.

Expectation that previous years' words and topic words are spelt correctly.

Live marking can be used to address incorrect spellings/misconceptions during the lesson.

Learning objective of the lesson should be marked with target met sign.

Expectation that literacy skills should be applied across the curriculum.