



Tuition, Medical and Behaviour Support Service

Curriculum Policy - Primary Marking and Feedback Policy

Adopted:	March 2019
Reviewed:	September 2023
Next Review:	September 2024
Governing Committee:	28 March 2019
Responsibility:	Catherine Lyth

Marking

The **purpose of marking** is to move children forward in their learning.

1. Feedback and marking should be part of a process in which children need to have some involvement.
2. Written or verbal comments made by the teacher could link back to the learning objective and/or success criteria.

Written or verbal comments made by the teacher could give advice/suggestions/clues on how to 'close the gap'.

Written or verbal comments made by the teacher could set out the 'next steps' for learning.

Definitions:

'Next Steps' aim to ensure a higher level of understanding.

'Closing the Gap' comments aim to embed learning and fill the gaps in knowledge/understanding of the learning objective/success criteria.

3. Teachers and Teaching Assistants will use a **green pen** to mark children's work.
4. Teaching Assistants initial their marking contributions.
5. Staff teaching/covering another group initial their marking contributions.
6. Marking should not be a process whereby every single mistake is annotated unless children are aware that every aspect of their work is being marked, eg in a writing task used for assessment (especially towards the end of KS2).
7. In depth marking, eg 'Closing the Gap' or 'Next Steps' should be given to pupils a minimum of twice every half term in Literacy, Numeracy and Science.
8. Children must be given time to address teachers 'Closing the Gap' or 'Next Step' comments whether given verbally or in a written format.
9. Pupils to use a **purple pen** to respond to 'Next Steps' or 'Closing the Gap' feedback.

KS1

Verbal feedback given as and when required, with symbols to show how work was done (see marking key).

Next steps are set out pictorially or written; or combination of the two.

Children are given time to respond to feedback given either immediately, or the next day.

Use of individualised targets linked to Pupil Centred Plans.

KS2

Verbal feedback and/or written feedback to be given.

Response time can be immediate or time allocated the following day.

Use of labels which are highlighted to show objectives and/or success criteria met.

Use of individualised targets linked to Pupil Centred Plans.

Marking Key

VF	Verbal Feedback
I	Independent
TAS	Teaching Assistant Supported
CTS	Class Teacher Supported
NS	Next Steps
CTG	Closing The Gap
T	Individualised Target Achieved

The impact of this policy on staff workload has been considered.

Work Scrutiny Checklist

Date:

Centre:

Monitored by:

Subject:

Work Scrutiny Key Indicator	RAG	Strength	Line of Enquiry/Area for Development
Building on previous learning			
1. Students' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time			
2. There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones.			
3. Students' work shows that they have developed their knowledge and skills over time.			
Depth and breadth of coverage			
4. The content of the tasks and students' work show that students learn a suitably broad range of topics within a subject.			
5. Tasks allow students' to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.			
Students' progress			
6. Students make strong progress from their starting points. They acquire knowledge and understanding in a discipline.			
Practise			
7. Students are regularly given opportunities to revisit and practise what they know to deepen and solidify their understanding in discipline.			
8. They can recall information effectively, which shows that learning is durable. Any misconceptions are addressed and there is evidence to show that students have overcome these in future work.			

Key:

	Embedded practice observed in line with policy – Much evidence – strong student progress		Some evidence observed – some points for development and/or further evidence needed – some good student progress		Area for development – CPD required – student progress is not sufficient
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