




<b>POLICY TITLE</b>	Marking and Feedback Policy
<b>RESPONSIBLE COMMITTEE</b>	Curriculum Committee
<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>Children need to know what they have achieved and how to improve their work. Teachers and support staff need to know what children can do so they can meet their learning needs effectively</li> </ul>
<b>PURPOSES</b>	<p><b>Inspire and Empower Others To Achieve</b></p> <p>To ensure learning opportunities are maximized through appropriate feedback and challenge. To ensure time is given to learners to respond to feedback.</p>
<b>GUIDELINES</b>	<p><b>General Marking and Feedback:</b></p> <ul style="list-style-type: none"> <li>Marking and verbal feedback should be related to the learning objective</li> <li>Any support adults give children should be indicated with VF (verbal feedback) with a brief description of support</li> <li>All adults in the classroom give feedback in this way.</li> <li>Feedback highlights achievements against the learning objective first</li> <li>Clear advice on how to improve work is given.</li> <li>Time is given for children to respond to feedback and to improve their work.</li> <li>Self-evaluation and self-assessment should be developed wherever possible</li> <li>Children identified through RAG meetings will be extended by the deep thinking CTGs that they are given, which really probe their development of key skills, ensuring they find evidence to support why they have come to that opinion.</li> <li>CTG comments may be used in lessons to either close the gap to the intended outcome or to extend the learning through further application of skills and problem solving. This should have an open ended yellow box around it</li> <li>All CTGs that are successful must be highlighted <b>green</b> by the teacher. For incorrect answers, dot CTG <b>green</b> <span style="border: 1px solid yellow; padding: 2px;">CTG:</span></li> <li>Teachers should mark in green pen</li> </ul> <p><u>English Marking – English Writing books</u></p> <p><b>Text Analysis Day</b></p> <ul style="list-style-type: none"> <li>At least one question from session two has a further response from the teacher to either support or extend the learning and understanding. This may be in the form of a CTG or a VF prompt.</li> <li>Purple polisher should be used by the children in Session 2 to edit and improve both tasks during whole class feedback time</li> </ul> <p><b>First draft – in depth marking</b></p> <ul style="list-style-type: none"> <li>Highlighting – <b>Light blue</b> at least two examples of good practice – with an explanation.</li> <li>A CTG must be given for the children to focus on in the following group task day – with an explanation (No yellow open ended box for response is necessary)</li> </ul> <p><b>Text type/group task day</b></p> <ul style="list-style-type: none"> <li>After session 1, in the 15 minute marking session, the teacher will mark to identify each child’s understanding</li> <li>Correct examples should be marked using a <b>green highlighter</b> (Swipe the number)</li> <li>If incorrect a green dot should be used</li> <li>The teacher may indicate SDIB if the children required a guided input at the start of session 2</li> <li>SDIB guidance or any editing and improvement by the pupil will be in <b>purple polisher</b></li> <li>At the end of session 2 the child should highlight their evidence of the task in their paragraph using an <b>orange highlighter</b></li> </ul> <p><b>Grammar task day</b></p> <ul style="list-style-type: none"> <li>After session 1, in the 15 minute marking session, the teacher will mark to identify each child’s understanding</li> <li>Correct examples should be marked using a <b>green highlighter</b> (Swipe the number)</li> <li>If incorrect a green dot should be used</li> <li>The teacher may indicate SDIB if the children required a guided input at the start of session 2</li> <li>SDIB guidance or any editing and improvement by the pupil will be in <b>purple polisher</b></li> <li>At the end of session 2 the child should highlight their evidence of the task in their paragraph using an <b>orange highlighter</b></li> </ul> <p><b>Extended Writing (Big Write and Hot Write)</b></p> <ul style="list-style-type: none"> <li>Every piece of writing is to be marked.</li> <li>Highlighting – <b>Light blue</b> examples of good practice – with an explanation. <span style="float: right;">Green –</span></li> <li>Examples relating to the previous week target with explanation.</li> <li>CTG target must be written for the children to work on the following piece of work. Example: CTG: To include adverbs like slowly, quietly, angrily. Revisit mark the previous lesson CTG in <b>green</b>.</li> <li>Spelling corrections in English to be completed in purple polisher (3 words KS1 and 5 words KS2) Example: sp x3 <b>before</b> before before</li> <li>From the spring term (Year 2, 5 and 6) spelling misconceptions to be indicated by a green dot in the margin of the line where the</li> </ul>

misconception is situated. The child should then check spelling of the words on the line and self-correct accordingly. Corrections to be completed in purple polisher.

**Maths Marking – Maths Book**

**Session 1**


- If the child finished the fluency questions, they should self-mark using their purple polisher. They should draw around the square next to the question if correct and place a dot next to the question if incorrect. Corrections should be made using a purple polisher.
- In the 15 minute marking session, the teacher will mark every question that has not been self-assessed.
- Correct questions should be marked using a green highlighter next to the question. 
- If incorrect a green dot should be used
- The teacher may assess and indicate which activity the children are to move onto using the assessment code below.

**Session 2**

- As above with the addition of highlighting the assessment code in green if the child has achieved.
- If the child has achieved, without same day intervention then the objective should also be highlighted.
- If the child has not achieved a green dot should be placed next to the code and objective
- If the child has not achieved INT code will be used at the end of the piece of work so this can be addressed in a further intervention that will take place before the next lesson.

**Reading Comprehension sessions –English Reading Book**

If the question/CTG is correct the question will be highlighted in green, if incorrect a green dot will be placed next to the question

- CTG comments may be used in lessons to either close the gap to the intended outcome or to extend the learning through further application of skills and problem solving.
- If pupils are asked to apply a CTG then an open-ended yellow box should be drawn. 

**SATS style session – English Reading Book**

The L.O. Should be swiped green or dotted dependent on the child’s overall understanding.

It should be evident that a child with many misconceptions has had follow up and support VF or G for guided input should be displayed.

Glossary

- G - Guided
- VF – Verbal Feedback
- Sp – Spelling
- Gr - Grammar
- CL – Capital letters
- P – Punctuation
- CTG – Closing the gap
- Revisit Marking – CTGs and LO highlighted green if correctly completed or a green dot if unsuccessful. Example: LO: I can use adverbial openers.
- Green – Highlighting CTG marking if achieved/Revisit marking/LO/Assessment codes/Previous target
- Yellow – CTG open ended box
- Light blue – teacher highlighting good practice in extended writing pieces
- Assessment codes
- SDIB - Same Day Intervention Bronze
- ATS –Achieved Target Silver (Age related Fluency/Skills practice)
- ATG – Achieved Target Gold (Age related Greater Depth)

**FURTHER  
DETAILS  
CONTAINED  
IN  
DOCUMENTS**

Teaching and Learning Policy  
Topic Policy  
Assessment Policy  
Writing Cycle

<b>DATE APPROVED: SEPT 2017</b>	<b>NEXT REVIEW DATE (every two years)</b>

<b>Reference Number:</b>	<b>MF-18</b>
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