





Academy POLICY DOCUMENT

POLICY TITLE	Marking and Feedback Policy
RESPONSIBLE COMMITTEE	Curriculum Committee
RATIONALE	<ul style="list-style-type: none"> 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
PURPOSES	<ul style="list-style-type: none"> To ensure learning opportunities are maximized through appropriate feedback and challenge. To ensure time is given to learners to respond to feedback.
GUIDELINES	<ul style="list-style-type: none"> Marking and verbal feedback should be related to the learning objective. All adults in the classroom give feedback in this way. Feedback highlights achievements against the learning objective first. Clear advice on how to improve work is given. Time is given for children to respond to feedback and to improve their work. Self-evaluation and self-assessment should be developed wherever possible. Guidance should be given on how to improve work using CTG comments. This will not be possible for every piece of work. In writing, maths and reading when pupils are asked to apply a CTG an open ended yellow box should be drawn for them to write their response.  All CTGs that are successful must be highlighted green by the teacher. For incorrect answers, dot CTG green. Teachers should mark in green pen. Presentation of work not in line with the maths or writing agreement must be redone. The agreements must be stuck in the front of each book. <p><u>English Marking – English Fluency books</u> <u>Cold write – in depth marking</u></p> <ul style="list-style-type: none"> Highlighting – Light blue examples of good practice – with an explanation. A CTG must be given for the children to complete using their purple polisher. Children must be given time to respond to the marking <p><u>Grammar Session 1</u></p> <ul style="list-style-type: none"> If the child finished the fluency questions, they should self-mark using their purple polisher. They should draw a square next to the question if correct and place a dot next to the question if incorrect. 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. <p><u>Grammar Session 2</u></p> <ul style="list-style-type: none"> 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 <p><u>Extended Writing (Big Write and Hot Write)</u></p> <ul style="list-style-type: none"> Every piece of writing is to be marked. Highlighting – Light blue examples of good practice – with an explanation. Green – Examples relating to the previous week target with explanation. 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 green. Spelling corrections in English to be completed in purple polisher (3 words KS1 and 5 words KS2) Example: sp x3 before before before 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 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

Guided Reading Fluency Sessions– Jotter Books






- The teacher will not mark the book unless they are addressing a misconception whilst working with a child in their group
- The teacher may assess and indicate which activity the children are to move onto on their planning.

Guided Reading Application/Depth Session –English Fluency Book

If the question/CTG is correct the question will be highlighted in , 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.  CTG:

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  if correctly completed or a green dot if unsuccessful. Example:  LO: I can use adverbial openers.
-  – Highlighting CTG marking if achieved/Revisit marking/LO/Assessment codes/Previous target
-  – CTG open ended box
-  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

DATE APPROVED: SEPT 2016	NEXT REVIEW DATE (every two years)

Reference Number:	MF-18
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