



# Marking and Feedback Policy

**2024-25**

*At Cromwell Learning Community Multi Academy Trust we believe that learning without limits means we do not put a ceiling on children's achievement.*

**School vision: *If children are happy, they will achieve.***

**Our policy for feedback supports our vision by:**

- Recognising that feedback is an essential part of planning and assessing teaching and learning.
- Teachers completing live marking during lesson time where appropriate so that children make immediate progress (this may be evidenced by a word/phrase written by the teacher)
- Providing a range of assessment strategies that may be used during the lesson rather than at the end.
- Ensuring the purpose of feedback is to assist learning.
- Ensuring feedback is, regular, frequent and purposeful.
- Promoting high standards and positive attitudes to learning and behaviour.
- Ensuring a consistent approach to feedback throughout key stage 1 & 2.
- Valuing work and giving recognition and praise for achievement.
- Providing constructive feedback and clear strategies for improving learning.
- Correcting mistakes, addressing misconceptions and offering encouragement.
- Providing assessment information and informing future planning.
- Provide on-going opportunities for self-assessment.
- Teaching children to recognise what they do well.
- Fostering a growth mindset culture whereby it is okay to make mistakes but good to learn from them.

## **Our procedure for feedback:**

At Cromwell Learning Community:

- Each piece of work is acknowledged.
- Marking must be manageable for staff and completed in green pen with the child where possible. It must also be consistent within the key stage and use the codes identified, to support children's understanding by using visual clues.
- Marking and feedback will involve other adults within the classroom as appropriate.
- Comments relate to specific success criteria and targets known to the pupil in advance.
- All comments will be constructive and outline areas for improvement.
- Teacher led groups will be set a gap task extending their understanding/learning.
- Staff provide pupils with the opportunity to assess their own work and that of others.
- We expect high standards of presentation and pride in one's work.
- All practitioners across the school will model high standards of presentation and handwriting skills.
- All work will be dated and titled using an "I understand, or I know" statement reflecting the learning objective (WALT).
- A success criteria (WILF) will be shared with the pupils and marked against however the criteria will not always be written in books.

## Types of feedback:

### Summative marking

- This usually consists of ticks and other simple marks associated with closed tasks where the answer is either right or wrong.
- This can also be marked by the children, as a class or in groups.

### Verbal Feedback

- Cromwell Learning Community recognises the importance of children receiving regular verbal feedback. This is particularly important in the early years and KS1 where children may be unable to read a written comment this will be noted by the teacher by feedback **VF** next to the section of work discussed.

### Formative feedback/marking

- This is used for any piece of work that is marked in the absence of the child, and should be a generic comment (e.g., check your punctuation).
- Gap tasks should be set where there is a misconception or an opportunity to deepen understanding.
- Useful gap tasks include:
  - Reminder prompts (e.g., 'what else could you say about the prince's clothes?')
  - A scaffold prompt (e.g., 'What was the monster doing?', 'the monster was so angry that he...')
  - A key word prompts (e.g., Word choice)
  - Consolidation opportunities (e.g., a calculation error addressed from maths, 5 a day.)
  - Linking their knowledge and understanding (e.g., How does this behaviour relate to...)
- For the feedback to be formative, all corrections and gap tasks need to be completed by the children. Therefore, when work has been marked in this way, time must be given for children to read and respond based on the improvements suggested.

## **Live marking**

- Feedback addresses any misconceptions and targets to improve work.
- Teachers use live marking in all lessons to provide children with immediate feedback, to ensure that progress is made within each lesson.
- Staff will move around the classroom providing this feedback.
- Feedback should be given immediately underneath the children's writing (and not in the margin) to evidence that the feedback occurred during the lesson, and not after.

## **Self-assessment**

- Once work has been completed pupils self-assess by identifying their own successes and areas for improvement. In addition, pupils may be asked to mark their work in pairs, to engender discussion about the work.
- Children will make additions and revisions to work in red crayon in year 1 and red pen in years 2-6.

## Across both key stage 1-2

- A series of codes and symbols are used across school to support children with visual cues for their feedback. Where possible immediate feedback should be given (*verbal using key word prompts*)

**hp**

House Points

**sp**

Spelling mistake

**gr**

Grammar  
mistake

**^**

Insert



Indicates mistake



self-correction



New paragraph

**H**

Handwriting

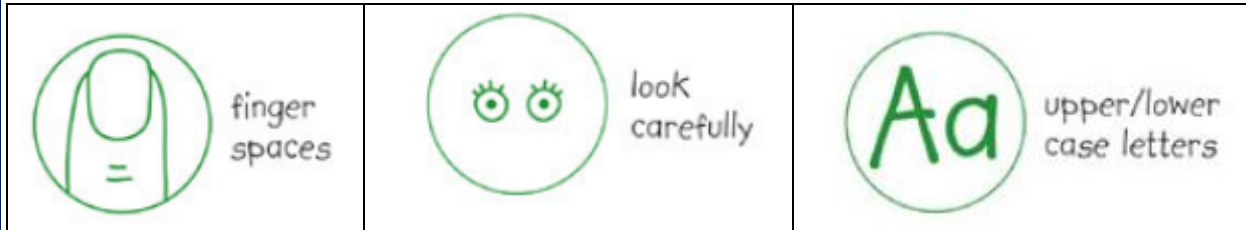
**G**

Guided group

**VF**

Verbal feedback

## Additional symbols used in Key stage 1.



### Notes on symbols for KS1:

- Spelling mistake: Focus on common exception words and subject specific words. Children to copy the correct spelling beneath a teacher's example (a maximum of three spellings, per piece of work, should be given in key stage 1).
- Number and letter formation: Teacher to model correct letter formation and sizing for child to copy three times.
- Look carefully: to have a comment explaining what to look at.
- Upper/Lowercase letter: To be modelled by the practitioner.
- Rewards: All practitioners can award stickers or house points for outstanding pieces of work

### **Monitoring, Evaluation and Review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.