



Castleway Primary School
Feedback and Marking Policy

Created: September 2021
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Although marking in the moment is preferred, teachers should use their professional judgement when deciding which pieces of work need to be marked in the most detail.

These guidelines should be followed when marking in detail the work of children who have worked independently:

- Identify where parts of the success criteria have been met and where the piece of work could be improved; the marking code can be used for this and yellow highlighters as necessary.
- Ensure that, if improvement comments are written, they relate to that piece of work and are 'closing the gap' comments.

Useful closing the gap comments are:

- A reminder prompt e.g. 'What else could you say here?'
- A scaffold prompt e.g. 'What was the dog's tail doing?' 'Describe the expression on the dog's face.'
- An example prompt e.g. 'Choose one of these, or your own; He ran around in circles looking for the rabbit/the dog couldn't believe his eyes)' Example prompts are especially important in Key Stage 1.
- Children should use pink pen to show where they have responded to verbal feedback.

Distance Marking (completed away from the children)

These guidelines should be followed when marking work of children that have worked independently **when marking:**

- Read through the piece of work, using the marking code (KS1 and LKS2) to show (as and when necessary) where the children can make improvements to their work.
- When marking is not needed, indicate with staff initials in black pen that work has been seen.
- When children respond to feedback this should be in pink pen (pink pencil in EYFS)
- Where children mark their own work, pink pen should be used.

Mathematics

- Marking in maths should identify simply whether an answer is right or wrong, especially when engaging in calculation work. **A simple dot is sufficient to point out to the child where they need to re-think or re-visit.**
- Improvement comments are not necessary as improvements will be evident as children move through the learning sequence or by correcting any errors made. **Children should use pink pen to show where they have responded to verbal or written feedback.**
- Misconceptions and mistakes should be addressed via the following day's teaching and learning input OR during the lesson via Verbal Feedback. This will be reflected in children's books and in the targets identified from any pre-assessment tasks.

Spelling & Basic Skills

- As much as possible, children should be encouraged to rule a line under anything they do not feel is spelt correctly and check the spellings in a dictionary themselves at a convenient time.
- Subject specific words which have been given to the children or common exception words from previous year groups should not be accepted if spelled incorrectly.
- Incorrect use of capital letters, question marks, exclamation marks and full stops is not accepted. (age appropriate)

If necessary, the following codes could be used:

Symbol	Definition
●	Error (Work can be ticked when corrected. Children should use pink pen to show where they have responded to verbal or written feedback.)
✓	Black tick = correct
Spellings	Unfamiliar words can be written at the bottom of page
Staff Member's Initials	Work has been seen and reviewed by an adult.
S	The expectation at Castleway is that work is independent. The 'S' symbol should be used to show that support has been given.

EYFS Specific Marking (and Year 1 as appropriate)

RAG is used against objectives.

Red – cannot do it/needs a high level of support

Amber – can do it with some support

Green – is able to do it with no support

Staff should also indicate whether it is independent or assisted work.

I = independent (adult initiated, "Go and have a go at this...")

S = Supported

Children should correct/ edit in pink pencil. **As soon as an adult has spoken to them, children should alter in pink pencil/pen.**

Spellings – a phonetically plausible attempt will be ticked. If children are expected to know the alternate grapheme, or it is a high frequency word, then the letters which are correct will be ticked.

Where appropriate children will have a comment in their books.

Child voice should ALWAYS be recorded to support evidence collection for assessment purposes either on the piece of work or on our electronic system.