

The Croft Primary Marking and Feedback

Key Document Details

School Name: The Croft Primary School

Version no: 1

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Approved by: Simon Cowley

Ratified date: Sept 2024

Interim review date

Next review date: Sept 2026

Philosophy

Early Years

In Early Years at The Croft Primary School, ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. We make observations and assessments of each child's achievements, interests and learning. These observations support assessment and planning to create a cohesive and efficient system where we plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents and carers.

Each child has an Online Learning Journey to record highlights of their learning journey over the year. Their Learning Journey is a shared document and parents and children are encouraged to make contributions.

The Early Years Foundation Stage (2021) states that “assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children’s level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share”.

Learning Journeys – Tapestry

A learning journey is a celebration of a child's achievements and interests during their time in Reception and it shows the journey of a child's learning and development through carefully chosen, dated and sequenced:



- child initiated observations of learning
- adult directed observations of learning
- snapshots of significant achievements
- quotes from the child
- key skills sessions

The entries onto Tapestry will be dated and linked to the appropriate area of the EYFS in order to show a child's progress in their learning and development.

EY Marking and Feedback

Children's work is annotated where necessary (using a green pen), giving the context to the piece of work and/or recording the 'voice of the child'. This supports adults in the assessment of the child's overall understanding and attainment. Work is marked to the Learning Objective (LO) and if a child has achieved the LO it will be highlighted green.

Against each piece of writing, the adult will complete the following marking table that will support in understanding the child's next steps.

Symbol	Notes	Comments
✓	This part is correct	
	I have been working with an adult (initial next to the stick man and number of children in group)	
	Finger spaces	
CL	Capital Letter	
.T	Full stop	
TW	Tricky Words	
I	Independent	
LF	Letter formation	

Philosophy – Year 1 to Year 6

At The Croft Primary School, we believe that marking and feedback should form an integral part of the teaching and learning process by enabling teachers to inform children individually of their achievements, address misconceptions and celebrate success. The responses to children's work should focus on successes and areas of development against the learning objective and success criteria, enabling children to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system.

Principles of Marking and Feedback at The Croft Primary School

Focused marking:

- ✓ Mark to the learning objective and, therefore, focus on a section of the learning
- ✓ Support the children's learning by enabling them to focus before they start independent work
- ✓ Pick up on progress towards targets
- ✓ Use marking to insist on non-negotiables that have been taught but not mastered e.g. using a full stop

Effective feedback:

- ✓ Build in time in our plans for the children to revisit prior learning – drip feed ideas during the day, show real life contexts as they arise, use inputs to revisit etc.
- ✓ Allow time for the children to read feedback and marking so that they can respond, make edits and revise as necessary

Marking and feedback are most effective when we:

- ✓ Use assessment to inform future teaching and when it is underpinned by a strong understanding of the end of year expectations.

Marking, feedback and assessment:

- ✓ Daily marking and ongoing feedback from learning informs our assessment, judgements and supports us to track progress over time.
- ✓ There are three data points per year when progress is entered and is discussed in detail with SLT during pupil progress meetings.

Organisation

- Wherever possible in English, there should be time in each lesson where the children can review and respond to any marking. The TA or teacher can be used to support a group who need to make a similar response. The same applies to Maths; however, this is less likely due to the mastery approach where there is time to respond to any misconceptions from the main lesson that same day.
- Distance marking (i.e. marking completed away from the child) should be accessible to pupils and teachers need to make sure that children can read and understand it. Marking codes should be clear and alert the child to what needs to be edited independently.
- Children should be encouraged to self and peer-assess in UKS2. This is age and stage appropriate and needs gradual and thorough training.
- Verbal feedback and support given during that teaching session will signified by the marking key symbols for adult support.

Expectations

Ofsted inspections: (updated May 2019):

'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches'

English Marking and Feedback Policy Y1 – Y4

✓ For previously taught skills or skills from English Curriculum (Y3/Y4 spellings as well)

· I need to look at this again

P and/or g I need to edit punctuation or/and grammar in this piece/line
(Y1 pg on line of error, Y2 on line of error. In T3, Y2 who will place line in Margin in line with Y3-Y6)

If I need to edit my letter formation/common errors
(enable practise if common error, eg p _ _ _ or not using double consonant common thread, enable practise, underneath completed work)

sp I need to edit a spelling in this piece/line – this is linked to words known/taught not new vocab
(Y1, Y3, Y4, Y5 to use this - Y2 and Y6 children need to evidence editing of spelling independently)

[] Children to show where they have revised a sentence using purple pen, for sp or pg
children to write above the line if correct or the use of editing flap
(When editing, please ask children to ruler line error and use purple pen for editing/corrections)



I have been working with an adult (initialled)

Stick man + ratio of group eg 1:1 1:5/

Stick man + resource used (eg Dictionary, Thesaurus etc)



This is something to celebrate linked to the learning objective.



This is something I need to edit



This shows application of spelling rules for year 2 only

SEND: Y1-Y6

Children's work will be marked in line with their learning needs considered, the marking will be altered to ensure the children can access the feedback provided

English Marking and Feedback Policy Y5 and Y6 (T5/T6 Y4)

- √√ For completing LO-Tick next to LO and for LO examples in written work
- √ For previously taught skills or skills from English Curriculum (Y3-Y6 spellings as well)
- I need to look at this again

P or/and g I need to edit punctuation or grammar in this piece/line
(Y1 pg on line of error, Y2 on line of error. In T3, Y2 who will place line in Margin in line with Y3-Y6)

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(When editing, please ask children to ruler line error and use purple pen for editing/corrections)



I have been working with an adult (initialled)

Stick man + ratio of group eg 1:1 1:5/

Stick man + resource used (eg Dictionary, Thesaurus etc)

Presentation of Books

Learning Objective (LO)

The LO can be printed on the worksheet or a sticky label and only written when no printed sheet being used

The learning objective and long date should be stated in the title of the piece using a specific 'I can' statement.

Monday 21st January 2025

LO I can use subordination.

Handwriting and Presentation

Children and all adults are expected to use the cursive handwriting font taught at school when they are recording.

Children to write in pencil (pen if they have been awarded a pen licence). Adults to mark in green pen.

Children to write on every other line to allow room for edits above

Maths Marking and Feedback Policy Y1-Y4

nf I need to edit my number formation
(enable children opportunities to practise 1 _ _ _ _)



I have been working with an adult (initialled)

Stick man + ratio of group eg 1:1 1:5

Stick man + resource used (eg number line, numicon)



This is something I need to edit/incorrect answer (comments if required)



This is used to identify correct answers
This is used to identify the completion of a 'do it' 'secure it' and 'deepen it'

Maths Marking and Feedback Policy Y5 and Y6 (Y4 Term 5/6)



Has met the learning objective/Correct answers



Incorrect answer – additional comments if required



I have been working with an adult (initialled)

Stick man + ratio of group eg 1:1 1:5

Stick man + resource used (eg number line, numicon)

Presentation of Books

Learning Objective

The learning objective and short date will be either on the worksheet/label or written when appropriate

From Year 4 pupils will be exposed to the date in roman numerals.

e.g. I.IX.MMXXI

Handwriting and Presentation

- Children and all adults are expected to use the cursive handwriting font taught at school when they are recording.
- Adults to mark in green pen.
- Children are expected to write one digit in one square. Children are expected to ensure their numbers are formed correctly.
- All children to complete their learning in pencil.
- Edits to be made using purple editing pens.

Broader Curriculum Marking and Feedback Policy Y1-Y4

For each piece of work, children need to see that the LO has either been met, partially met or not met at all in order to edit/progress in their learning. P/G, SP, LF to be used as required/needed to progress learning-Focus needed in Y2 and Y6



This is something to celebrate linked explicitly to the subject learning objective.



This is something I need to edit.

pg

I need need to edit punctuation or grammar in this piece/line

(Y1 pg on line of error, Y2 on line of error. In T3, Y2 who will place line in Margin in line with Y3-Y6)

lf

I need to edit my letter formation/common errors

(enable practise if common error, eg p _____ or not using double consonant common thread, enable practise, underneath completed work)

sp

I need to edit a spelling in this piece/line – this is linked to words knows/taught not new vocab

[]

Children to show where they have revised a sentence using purple pen, for sp or pg children to write above the line if correct

(When editing, please ask children to ruler line error and use purple pen for editing/corrections)



I have been working with an adult (initialled)

Stick man + VF if verbal feedback provided

Stick man + ratio of group eg 1:1 1:5/

Stick man + resource used (eg Dictionary, Thesaurus etc)

Broader Curriculum Marking and Feedback Policy Y5 & Y6 (Y4-T5 anT6)

√√

For completing LO-Tick next to LO and for LO examples in written work

√

For previously taught skills or skills from English Curriculum (Y3-Y6 spellings as well)

.

I need to look at this again

P or/and g

I need to edit punctuation or grammar in this piece/line
(Y1 pg on line of error, Y2 on line of error. In T3, Y2 who will place line in Margin in line with Y3-Y6)

If

I need to edit my letter formation/common errors
(enable practise if common error, eg p ___ ___ or not using double consonant common thread, enable practise, underneath completed work)

sp

I need to edit a spelling in this piece/line – this is linked to words knows/taught not new vocab
(Y1, Y3, Y4, Y5 to use this - Y2 and Y6 children need to evidence editing of spelling independently)

[]

Children to show where they have revised a sentence using purple pen, for sp or pg children to write above the line if correct or the use of editing flap
(When editing, please ask children to ruler line error and use purple pen for editing/corrections)



I have been working with an adult (initialled)

Stick man + ratio of group eg 1:1. 1:5

Presentation of Books

Learning Objective

The learning objective and short date will be either on the worksheet/label or written when appropriate

Monday 21st November 2024

LO I can research and record facts about The Great Fire of London.

The date only needs to be written once, but with each new subject of learning on the same day, a Title must be written

EG

Monday 21st November 2024

Geography

History

Handwriting and Presentation

Children and all adults are expected to use the cursive handwriting font taught at school when they are recording.

Children to write in pencil (pen if they have been awarded a pen licence). Adults to mark in green pen.

Draft Only