



Tuition, Medical and Behaviour Support Service

Curriculum Policy - Primary Marking and Feedback Policy

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Responsibility:	Catherine Lyth

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Marking

The **purpose of marking** is to move children forward in their learning.

1. Feedback and marking should be part of a process in which children need to have some involvement.
2. Written or verbal comments made by the teacher could link back to the learning objective and/or success criteria.

Written or verbal comments made by the teacher could give advice/suggestions/clues on how to 'close the gap'.

Written or verbal comments made by the teacher could set out the 'next steps' for learning.

Definitions:

'Next Steps' aim to ensure a higher level of understanding.

'Closing the Gap' comments aim to embed learning and fill the gaps in knowledge/understanding of the learning objective/success criteria.

3. Teachers and Teaching Assistants will use a **green pen** to mark children's work.
4. Teaching Assistants initial their marking contributions.
5. Staff teaching/covering another group initial their marking contributions.
6. Marking should not be a process whereby every single mistake is annotated unless children are aware that every aspect of their work is being marked, eg in a writing task used for assessment (especially towards the end of KS2).
7. In depth marking, eg 'Closing the Gap' or 'Next Steps' should be given to pupils a minimum of twice every half term in Literacy, Numeracy and Science.
8. Children must be given time to address teachers 'Closing the Gap' or 'Next Step' comments whether given verbally or in a written format.
9. Pupils to use a **purple pen** to respond to 'Next Steps' or 'Closing the Gap' feedback.

KS1

Verbal feedback given as and when required, with symbols to show how work was done (see marking key).

Next steps are set out pictorially or written; or combination of the two.

Children are given time to respond to feedback given either immediately, or the next day.

Use of individualised targets linked to Pupil Centred Plans.

KS2

Verbal feedback and/or written feedback to be given.

Response time can be immediate or time allocated the following day.

Use of labels which are highlighted to show objectives and/or success criteria met.

Use of individualised targets linked to Pupil Centred Plans.

Marking Key

VF	Verbal Feedback
I	Independent
TAS	Teaching Assistant Supported
CTS	Class Teacher Supported
NS	Next Steps
CTG	Closing The Gap
T	Individualised Target Achieved

The impact of this policy on staff workload has been considered.