



Be the best I can
in the love of Christ

Marking and Feedback Policy

At St. Mary's School we aim to:

- Create a caring Christian community in which everyone is valued and able to learn and grow together;
- Inspire all our children to develop enquiring minds and a lifelong love of learning;
- Release potential through a broad and creative curriculum;
- Sustain an environment in which independence, respect and resilience will flourish;
- Nurture strong relationships between home, school, church and the wider community;
- Empower the children to become responsible local, national and global citizens.

"Be the best I can in the love of Christ"

Marking Policy

1. Introduction

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. This must be read in conjunction with the Assessment Policy. It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

2. Guiding Principles

Marking and feedback should:

- be manageable for teachers and accessible to children;
- provide clear feedback to children, relating to the learning intention;
- provide clear advice and strategies for improvement and next learning steps;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement;
- allow specific time for children to read, reflect and respond to marking;
- respond to individual learning needs: eg. marking face to face with some and at a distance with others;
- inform future planning and group target setting;
- show children that their work is valued and purposeful;
- ultimately be seen by children as a positive approach to improving their learning;
- take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.
- follow the whole school approach to the marking of errors, being aware of the need to mark sensitively;

Pupils should:

- understand what the marks and comments mean;
- understand how they can improve;
- be given opportunities to review and discuss their peers' work
- make comments about their own work with reference to the Success Criteria for that lesson
- write on alternate lines to allow space for marking and editing

3. Marking children's work

Marking is part of the partnership between teacher and learner.

The criteria for marking should reflect the original Learning Intentions, focus for the lesson and Success Criteria and therefore assist the assessment objectives.

Children's work needs to be marked in a colour that can be clearly seen. All teachers will use blue, black or green ink.

4. Verbal Feedback

We recognise the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and annotated with the letter V and notes added as/if appropriate. Children of all ages need verbal feedback from time to time, but this is particularly important in the Early Years and KS1 where children may be unable to read a written comment.

5. Summative feedback/marking

This usually consists of ticks and crosses and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups, with appropriate guidance.

6. Formative feedback/marking

Most work, where possible, will be marked in relation to the learning intention, with information detailing the next step. Some work will be marked alongside the child, where possible, and "Guided" groups can be surface marked (not focussed marked) as they will have had ongoing input from the teacher or TA during the course of the lesson. These groups should be acknowledged by a "S" and the initials of the person who has worked with them to show support was received.

7. Focussed Marking

This is used when work has to be marked away from the child. Teachers focus on both successes against the learning intentions/success criteria and next steps. Not every piece of work from every child will be focus marked. Feedback and marking is far more effective when done with the child or group rather than at a distance from learning.

When Focus Marking, teachers will:

- highlight examples of where the child has met the learning intention
- provide a comment which identifies features that the teacher is pleased with
- provide a comment which suggests how the child could move their learning on.

8. Prompts

Different types of prompts can be used, depending on the task involved and the age and ability of the child.

A **reminder** prompt eg 'Can you think of a better word than "bad"?'

A **scaffolded** prompt eg. 'What kind of monster was he? Change "bad" for a word that makes him sound more scary'

An **example** prompt 'Try one of these or your own instead of "bad" – ferocious, terrifying, evil'

During focused marking, all children need to be given a next step which is aimed to extend their thinking.

In order for the marking to be formative, the information must be used and acted on by the children. Time needs to be allocated for children to read and respond to any comments made by the teacher.

Children are given feedback about the elements that the teacher has asked them to pay attention to that make up a current curricular target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

9. Assessment for Learning

At the end of some lessons, children are asked to comment on their work based on whether they feel they have achieved the learning intention or not. In KS2, children will annotate the work with a written comment identifying features that they are pleased with and something that could be improved next time. They may also be asked to signal how successful they feel their learning was in that lesson – eg. using traffic lights.

10. Marking by Cover Staff

Supply Teachers will mark all work according to school policy and initial work they have marked.

HLTA cover staff will surface mark (see formative marking above), unless otherwise directed by the class teacher, and initial the work they have marked.

11. Spelling, punctuation and grammar

When children have completed a task, teachers tell them to read their work through and check for things that *they know are wrong*. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking them up.

Only a maximum of three spellings in one piece of work may be highlighted for the child's further attention by the marker. In Key Stage 2, they will then practice these spellings a few times in their spelling book. However, where punctuation, grammar or spelling is a curricular target then children will be expected to attempt to meet their current target and consolidate previous targets: eg. when an adult feels that a child should know how to spell a particular word or use a piece of punctuation, they will ask the child to correct it themselves, having used the correct marking symbol to highlight their issue correctly (see Appendix)

12. Personalised Learning Time

These are sessions when the majority of the class will work off their normal timetable and carry out independent tasks, often for assessment purposes. While the class are working independently the teachers will focus on individuals or groups of children to provide feedback and talk about targets or next steps for learning.

13. EYFS

In Reception Class, the teachers focus on giving oral feedback to the children but may write a comment *with* the child, or use smiley faces or other symbols as an easy to understand visual assessment of the work.

Staff may also write comments on the back of work or on post-its as part of the process of gathering information for the Foundation Stage Profile.

14. Marking Symbols

See Appendix below for agreed symbols to be used.

Marking Symbols

All work must be marked in Blue, Black or Green- never Red
Handwriting should be neat and legible and follow school guidelines appropriate to age group

P = Punctuation

Spelling error = underline the word (write correct spelling above as appropriate)

^ = word omitted

/ = new line needed

// = new paragraph needed

O (circle letter) = capital letter error

____? = don't understand/query sense

ST = marked/not marked by supply teacher

S = support provided

V = verbal feedback given

✓ = I like

✓✓ = I really like