



Saint Mary's Catholic Primary School

Marking and Feedback Policy.

Aims.

1. That we show that we value children's work
2. That marking is an effective part of the process of planning, monitoring, assessing and evaluating children's progress and contributes to high quality teaching and learning.
3. That marking is part of the process of motivating children and building in them the aspiration to be successful learners.
4. That the marking load of all staff should reflect the need to maintain a good work/life balance.

The purposes of Marking and Feedback.

Feedback is given in a variety of formats, including verbal and written comments.

When marking each child's work, we need to refer to the purpose for marking of that piece. The purposes for marking are to:

- monitor
- motivate
- specify attainment and give the next step for progress

Marking for monitoring

Some work is marked to inform teachers, children and parents that it has been seen by teacher and to show whether the task has been completed satisfactorily. This is indicated by a tick and "traffic light" colour (green- objective met; amber – working towards; red – not met), next to the "Can I ..." statement at the top of their piece of work. Marking needs to be clear and in green. Peer marking is a valued strategy for assessment and monitoring work. Peer marked work in KS2 will be annotated with a "PM".

Marking to Motivate.

Some work is marked with the express purpose of motivating children. This work should have a brief positive comment (e.g. Brilliant!, Fab!, good etc.) added or team points, reward sticker, stamp or a simple symbol.

Where motivational marking has been used, it is good practice to share examples of outstanding work with other children and adults.

Self-assessment – Traffic Light System

Teachers will put a red, amber or green spot next to the "Can I ...?" question at the top of their work. At the end of the lesson, children are encouraged to self-assess against the "Can I...?" question by the use of smiley faces.



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Marking to specific attainment and to give next steps for progress. (Quality Marking)

Quality Marking is an opportunity to focus on the attainment of a group of children and to give them guidance on the next steps for progress.

Quality Marking should:

- Be directly related to the key learning objectives of a lesson, which should be recorded at the beginning of a piece of work as either a learning outcome or success criteria
- Provide a prompt (see Appendix 2) which closes the gap between the objectives and attainment,
- Give a clear short or long term objective for progress
- Provide an opportunity to respond to if the next step prompt is short term.

Quality marking is a valued and valuable part of the process of teaching and learning but can be time consuming. It is therefore recommended that marking methods using techniques such as symbols and abbreviations which reduce the amount of writing needed but are clearly understood by the children are used.

As a minimum, Quality Marking should be used in each Key Stage as follows:

Foundation Stage

Identify at least one of the key learning foci from the Early Learning Goals each week and identify the next steps for each child.

Year 1- 6

At least one piece of work will be quality marked per week against the key objectives for the core subjects and topic. KS2 pupils should reply to quality marking using the "purple polishing" technique. KS1 pupils reply to teachers' comments in pencil when prompted.

Monitoring and Evaluation

Marking, particularly "quality marking" will be monitored and evaluated by coordinators each term. An evaluation sheet for "Quality Marking" is provided as Appendix 3 to this policy.

Other marking requirements.

The requirements for all other marking are outlined for each Key Stage in Appendix 1. The same aims and processes should be applied.

Date Reviewed: September 2017

S.D. Groarke
Head teacher.



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Appendix 1

Marking in all subjects should be in line with the aims and purposes of this Marking Policy. The following guidelines indicate agreed good practice in the marking of particular work. It is important that each teacher develops and uses a clear and consistent marking code that children understand.

General.

Whilst most marking will be carried out marked by a teacher, it is acceptable in KS2 that appropriate work (e.g. spelling, tables other work where a short response which is either correct or incorrect) is marked by the child or partner. This marking should be in purple.

Maths

- Where a correction is expected, this is marked by a dot (.)
- Mistakes or omissions should be indicated by a cross.

English

- Marking should mainly reflect the key learning objectives for the piece of work and relevant literacy skills in other subjects
- At the teacher's discretion spellings or grammar errors may be marked and an age level appropriate comment added if required
- Relevant spellings should be underlined and pupils then correct at the end of the piece of work.
- The teacher may write a word out correctly to ensure readability at a later date.
- Spelling tests, correct spellings should be marked with a tick (✓).
- Omissions and mistakes will be picked out in line with the marking code (see Marking Code appendix).
- Comments in Reading Records should be parent friendly.

Other subjects.

- marking should mainly reflect the key learning objectives for the piece of work
- spelling of technical vocabulary should be marked
- ICT

Art/Music/Drama/PE/PSHCE/MFL

Assessment will be most commonly made through oral response and will highlight strengths against learning objectives and constructive criticism.



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FS & KS1 Marking Code

T/TA (circled)	Supported work
I (circled)	Independent Work
VF (circled)	Verbal Feedback
	Your teacher is happy with this part of your work
	This part of your work needs to be improved (see below)

How to improve

=	Use finger spaces
	Change this to a capital letter
.	Use a full stop
,	Use a comma
!	Use an exclamation mark
?	Use a question mark
_____	Spelling mistake or a letter/number reversal
	Use a better word (wow word)



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KS2 Marking Code

Incorrect Spellings	Underline in green and put sp in margin, teacher decides whether child should self- correct or if to scribe correctly to be copied out to reinforce learning.
^	Something has been left out.
—	The letter underlined needs to be a capital or reversed.
()	Look again at this, re-phrase it, make it clearer – must be accompanied by a verbal or written comment from the teacher.
	Replace with a better word.
Punctuation Errors	Circle punctuation errors and put p in the margin (if child is capable of self-correcting) OR add correct punctuation in green.
//	New paragraph is needed
VF (circled)	Verbal feedback was given to the child
I (circled)	Worked independently
T/TA	Adult support given
	Your teacher is happy with this part of your work
	This part of your work needs to be improved (see below)



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Where we learn to live to love to be.

