

St Bede's Catholic Primary School



Marking & Feedback Policy

Agreed by the Governing Body on	Spring 2022
Review Date	Spring 2024
Person Responsible	Assessment Co-ordinator

Rationale

The underlying purpose for considering how pupil's work is marked is to further the aim of our school Mission Statement: Shine Brightly for all with Christ as Our Guide... (Matthew 5:16)

It is to ensure that all children have their work marked in such a way that it is likely to improve their learning, promote progress, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked across the whole school.

Work clearly and appropriately marked will provide clear evidence of progression and help to move children's learning on.

Principles

- Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.
- Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent.
- Teachers should look for strengths before identifying weaknesses when marking work.
- Marking should be linked to learning objectives/targets, even for the most able children.
- Marking procedures and marking standards should be consistently applied across the key stage/school.
- Marking practices and procedures should be in keeping with the school's overall policy on assessment, recording and reporting achievement and in keeping with a wide range of ways in which the school recognises and celebrates children's achievements.
- Scores should be used to inform teacher's judgements concerning children's progress and to inform teacher records and reports.
- Marked work will provide clear evidence of a child's progression.

Guidelines

The following procedures for correcting children's work should be implemented by all staff:

- All work must be dated.
- Children in Upper KS2 must write the long date in all books except numeracy and RE where a short date is required then the following format should be used (dd/mm/yy).
- Additionally – any pupils in Upper KS2 with identified SEN and/or specific motor difficulties may write the short date or have the date written for them.
- In lower KS2 and KS1, the short date will be accepted in all books except Literacy where the long date must be written (from an appropriate time given individual children's abilities).
- In EYFS the date and Learning Objective will be written in most instances by staff although children will be encouraged to write the short date on their independent work if appropriate.
- All dates and Learning Objectives must be underlined in KS2.

- The children must write the date on the top line, leave a line then write the Learning Objective (LO).
- All work must be marked.
- All marking should be clear and informative for anyone to see.
- Any written commentary must be grammatically sound and at an age appropriate level.
- Children's work should be corrected as soon as possible after completion and, if possible, in the presence of the child.
- Work should be corrected according to the curriculum focus, i.e. in a piece of science work, correct the science, not the English content. (Although basics might be addressed verbally).
- If children make neat copies of their work after it has been corrected, originals will be in draft books to show to parents as an indication of a child's true progress.
- If a child has achieved the outcomes of the lesson then this should be indicated as such by drawing a smiley face next to the LO.
- Where the teacher requires a child to correct some of their work, a magic wand will be drawn next to the work to be corrected.
- Where the teacher includes a challenge for the child, a magic wand will be drawn at the end of the piece of work with the challenge next to it, or in the middle of the work if the work given is too easy for the child.
- If verbal feedback is given, the work should be marked 'VF' to indicate this.
- If work is completed independently by the child then work should be indicated as such with an 'I'.
- If work is completed with the support of an adult in the classroom then work should be indicated as such with an 'S'. This should also be used to indicate where children may have used practical resources or equipment (e.g. in maths).
- If children have self-marked their work, they will do this using red pencil.
- The child should show their opinion of their learning by drawing a coloured square next to their Learning Objectives: red for unhappy, yellow for unsure and green for happy.

Literacy

- All pieces of extended writing should be quality marked.
- Written work must be marked against success criteria which is to be stuck underneath the date and Learning Objective before the children start writing.
- Margin marking must be used when marking a piece of writing and children should be given time to respond to this (See Appendix 2, 3 and 4)
- Whole class feedback may be used if it is felt that a significant number of children have made the same errors (e.g. in grammar or punctuation).
- All margin marking should be completed by the child using a red coloured pencil.

Numeracy

- Challenge will be provided if the children have all of their answers correct.
- Correct answers will be marked with a tick and incorrect answers marked with a cross.
- If there are a significant number of errors marking should stop and verbal feedback should be given to support the child.
- Corrections identified by marking will be corrected by the child using red pencil.
- Whole class feedback may be used if it is felt that a significant number of children have made the same errors.

Foundation subjects

- Teachers to quality mark at least two pieces of work per topic. Work should be corrected according to the curriculum focus, i.e. in a piece of science work, correct the science, not the English content. (Although basics might be addressed verbally).
- Whole class feedback may be used if it is felt that a significant number of children have made the same errors/misconceptions.

Marking Colours

The school's preferred colour that work should be marked in is Green. Green is seen as a calming colour.

Whole School Approach to Marking

The staff of this school have come together to determine a common marking policy in order that children will come to understand a whole school approach to the recognition of their efforts. Our school will enable children to understand that throughout their time at school the purpose of marking is:

- To recognise those areas of school work that are good and celebrate them.
- As a means of giving encouragement towards producing work at an expected level and ways in which to improve their work further.
- To indicate to children what happens next to help ensure progression.
- To check for standards, individually, and within the class.
- To determine whether a child can work within set time limits or targets.

The marking of work is part of the feedback that children receive regarding the performance of their work in school. Marking is seen as a longer-term record of progress with immediate feedback coming from discussion with the teacher about work performance.

Marking needs to be a positive tool for encouragement - if a negative comment is necessary this should be done by discussion between adult and child and a "VF" used to indicate that this has happened. This may then be used by teachers as a conversation point with parents/carers if this is felt necessary.

Rewards and Sanctions

Children are given stickers and house points for work and behaviour, which shows improvement or effort. Comments on children's work are positive and/or constructive. (See the behaviour policy for further information). Children may be asked to repeat work that is not completed to an acceptable standard. This may be at playtime or at home.

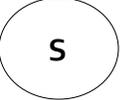
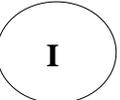
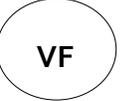
Reporting

End of year reports are sent to parents and a copy kept on their CPOMs file.

Parents will be invited to discuss their child's progress with his/her teacher by appointment in the autumn and spring term. At any time a parent or teacher is concerned an appointment can be made.

Appendix 1

Codes to be used in books:

Symbol/code	Use and meaning
Wand 	To be used to inform the children that they have a challenge. This should go at the end of a piece of work to ensure progression. If possible use the wand in the middle of a piece of work when the work has been identified as too simple.
Smiley face 	To be placed next the learning objective to show that this has been met during the lesson.
Verbal Feedback 	Teacher to indicate when and where a child has required feedback.
Support 	This indicates that a child has had support. This could be expanded with a short comment. This may include items of equipment used to support the work.
Independent work 	This indicates that the child has worked independently. This may especially be used to indicate where it has been an achievement for the child to complete this work independently.
Group work 	This indicates that children have worked collaboratively to complete a piece of work.
Finger Spaces  Finger spaces	Used mainly in EYFS and KS1. This will be used to show that an adult has spoken to the child about using finger spaces in their writing. If appropriate the child may be asked to write part of their work again with finger spaces to show they have understood.

Margin Marking

Sp	Correct a high frequency spelling
CL	Missing capital letter
•	Missing full stop
?	Missing question mark
!	Missing exclamation mark

Remember to use your red marking pencil to complete your margin marking!

Margin Marking

Sp	Correct a high frequency spelling
CL	Missing capital letter
FS	Missing full stop
?	Missing question mark
!	Missing exclamation mark
“ ”	Missing inverted commas
T	Incorrect tense

Remember to use your red marking pencil to complete your margin marking!

Margin Marking

Sp	Correct a high frequency spelling
CL	Missing capital letter
FS	Missing full stop
P	Missing punctuation
a	Missing apostrophe
c	Missing commas
T	Incorrect tense
G	Incorrect grammar
MW	Missing word
lc	Lower case

Remember to use your red marking pencil to complete your margin marking!