



St Mary's Catholic Primary School

'Love God, Love Others, Love Ourselves'

Marking and Feedback Policy

Date of Ratification: September 2017		Signed:  Ms Philomena Egan (HEAD TEACHER)  Mrs Sherron Alexander-Bedingfield (CHAIR OF GOVERNORS)
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Safeguarding Statement

At St Mary's Catholic Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Mary's Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Aims

At St Mary's School we aim to value each child as an individual so that they can develop their potential through an active role in their own learning.

If children live with encouragement they learn confidence.

If children live with praise they learn to appreciate.

Marking is an interaction between learner, teacher and others and should underpin the aims of the school.

Marking should encourage and motivate the pupil, improve learning and inform assessment. Through marking both child and teacher should acquire a clear picture of what they have achieved and where to go next in their learning.

Rationale

Improving learning through assessment is enhanced by providing effective feedback to pupils who need to be able to assess themselves and understand how they can improve. The marking of pupil's work is therefore an important part of teacher assessment. This policy sets out how staff at St Mary's School ensure that marking at the school is an integral part of our assessment procedures. The principles of Assessment for Learning underpin our assessment and marking in the school. All marking must focus on the success criteria for the task which have been framed around the key objectives for the activity being marked. These objectives and success criteria must have been clearly communicated to the children so that they understand the marking focus of the task.

Purposes of marking

- To communicate regularly with children about their individual progress.
- To inform the next step in a child's learning.
- To assist children by setting clear targets to focus on aspects of their work which need further development.
- To motivate children to further effort by praising or celebrating current achievements and raising self esteem.
- To provide teachers with feedback of how well the children have understood the current work.
- To enable teachers to plan the next step in teaching and learning.
- To help teachers to monitor children's progress and to diagnose what has not been understood so as to assist in forward planning.
- To enable the teacher to make judgements about pupils' attainments particularly relating to teacher assessments of levels within the National Curriculum.
- To inform individual, class and whole school assessment and planning.
- To promote high quality work.
- To develop clarity of purpose.
- To evaluate quality of teaching and learning.
- To encourage reflection and self improvement.

Effective Marking should:

- Provide clear feedback to pupils about the strengths and weaknesses in their work and the next steps they need to take.
- Recognise, encourage and reward pupil's effort, progress and achievement.
- Provide a record of pupil's progress.
- Encourage pupils to strive to improve by giving help, encouragement and constructive comments.
- Direct pupils to what they need to do to improve their work.
- Help parents understand strengths and weaknesses in their children's work.

Guidelines for marking

We aim to:-

- Assess children's work in a positive manner reflecting the ethos of the school with children present as far as possible.
- Mark written work regularly and return or give feedback quickly.
- Mark work consistently in ways which highlight strengths and shortcomings, using approaches which are understood by children and parents.
- Provide helpful and constructive feedback to children so that their needs are identified and, where appropriate, discuss with them what they find difficult.
- Recognise achievements giving encouragement and building confidence.
- Focus on particular aspects of work at different times rather than correcting every mistake which is disheartening. Children will need to understand what aspects of their work will be the focus of marking linked with the learning intention.
- Make links to previous work where possible.
- Make marking manageable for teachers by involving learning support staff.
- Encourage children to proof-read and check each piece of work, checking for errors such as repeated words, omissions, mistakes in tense, spelling and punctuation or errors of calculation.
- Plan for and give children time to respond to marking by editing a section of work, make amendments or extend a piece of work.

Principles governing our marking policy

Marking may be done by:

- teacher alone
- teacher alongside child
- child alone (checked by a teacher)
- other children (checked by a teacher)
- Whole class review of work perhaps within a plenary.
- classroom assistants

Teachers will consider the following when marking:-

- The age of the child and their strengths and weaknesses.
- The nature and purpose of the task - our expectations about learning objectives should be clear, realistic and understood by children.

Children are given time to act on the prompts which can be:

- Reminder prompts for brighter children about what can be improved.
- Scaffolding prompts to help children by providing more structure in the suggestions about how to improve the work.
- Example prompts particularly suitable for 'average' or 'below average' children giving examples choices that children may use.

Marking and reviewing work with the child(ren):-

- Is immediate, personal and warm.
- Develops children's ability to be self critical.
- Helps avoid misunderstandings with child and teacher gaining greater understanding.
- Other children may profit from the feedback.
- The interaction can have more depth.
- Common errors can be dealt with efficiently where they affect groups of children.
- Allows marking to be a more integral part of the teaching process.

Marking should:

- Be fair, sensitive and consistent.

- Be constructive - positive when praise is due, sympathetic so as to reassure but not ignoring shortcomings or areas of difficulty.
- Reflect individual child's capabilities - we will try to see that all children experience success in some aspects of school work.
- Undertaken as soon as possible after work is completed and when possible outcomes discussed with children.
- All work should be acknowledged although not all work may be marked in depth - some work may be corrected on a class basis. Methods of marking will be communicated to parents.

Marking methods

We will always try to encourage and motivate children and celebrate achievement. Some methods we use are:

- Written feedback
- Verbal feedback with individuals or groups or review and explanation in plenaries – work will be stamped
- Commercially produced stickers.
- Merit awards and special mention certificates.
- Set of symbols understood by children.
- Ticks (summative marking mainly in closed tasks).
- Star stamps and 'smilies' to indicate effort/achievement (may be cumulative towards greater reward).
- Initialling work to indicate that the work has been seen/completed.
- Positive, written comments (valued by children) written in margin or at bottom of the page which are appropriate and intelligible to the child.
- Children redraft sections of work according to suggestions indicating how work may be improved following marking of original work.
- Use reports, assemblies and group feedback sessions.
- Children show, demonstrate or give presentation about their work.

Negative comments should be avoided. Where there are weaknesses or failings within the work give instructions about how to remedy these. Verbal feedback may be given for substandard work or work which is causing problems.

The following guidance is in addition to the requirements of this policy:

MARKING FOR KS1-KS2



Gold star/stamp shows excellent work



Silver star/stamp shows good work



Next step shows that the child may be facing a challenge and will receive feedback/additional attention from the teacher.

Detailed marking – all subject areas

This takes place at least twice a week.

Work is highlighted using pink and green highlighter pens.

Work which is highlighted pink indicates that the child needs to 'think' and gives them the opportunity to revisit aspects of their work in relation to the learning objective.

Work which is highlighted green indicates a 'great' section or piece of work.

The children understand these as

'Pink for THINK – Green for GREAT!'

Staff may comment on the work to acknowledge progress made against the learning objective. A challenge can set which requires a response from the child.

Maths

All pieces of maths work should be marked by the teacher and the learning objective will be acknowledged with a tick and a star stamp.

Investigative and Practical Work

Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment.

When Learning Support Assistants work with individual children or small groups of children they should mark the work against the learning objective. Teachers should oversee this process and evaluate the completed work.

English

All pieces of literacy work should be marked by the teacher and the learning objective will be acknowledged with a tick and a star stamp.

Marking associated with assessment/target setting is to take place every two/three weeks (dependent upon the length of the literacy unit). For KS1 there should be positive comments linked to the success criteria as well as targets for the pupil to work towards. There should also be an opportunity for the child to respond to the comments (which may be written or verbal). For KS2 there should be positive comments linked to the success criteria. Children should be given the opportunity to respond to the feedback given by completing an appropriate follow-on task (which may involve a form of self-assessment). Targets related to the genre of writing should be made clear to each child.

When Learning Support Assistants work with individual children or small groups of children they should mark the work against the learning objective. Teachers should oversee this process and evaluate the completed work.

Vocabulary

Where subject specific vocabulary is written, this should be correctly spelt.

Spelling errors

Reception Year 1, Year 2	Teacher writes out correct spelling of most commonly misspelt words / common exception words – not all spellings.
Year 3, Year 4 Year 5, Year 6	Teacher marks: <i>but consider continuing with above procedure for some pupils.</i> Child(ren) look it up independently;

Information Communications Technology

Samples of work used for IC feedback should be annotated with the ICT learning intention rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary outcome.

Creative Learning

Subjects such as PE, Music, Drama, etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively

evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

Marking for Early Years Foundation Stage

During adult initiated work objectives and targets are discussed with the children. The step symbol is revisited/followed up as appropriate. Children's work and photos are annotated when they demonstrate new learning.

Marking for Key Stage 1

✓	Correct
X	Incorrect / look again
Highlight	'Pink to think' – to identify work, grammar and sentences or phrases that need further development or to be up levelled. 'Green for great' to acknowledge a focussed area of high achievement.
Λ	word left out
//	New paragraph
VF	Verbal feedback given to pupil by teacher

PRESENTATION

- All work must be dated.
- The date is written on the right-hand side of the page and in full, e.g. day of week, Monday 1st October 2017. (In Maths books the date should be written in short form i.e. 01.10.17).
- At Key Stage 1 children are working towards adding a heading by the end of the stage stating the learning objective.

Marking for Key Stage 2

✓	Correct
X	Incorrect / look again
Highlight	'Pink to think' – to identify work, grammar and sentences or phrases that need further development or to be up levelled. 'Green for great' to acknowledge a focussed area of high achievement.
Λ	Word left out
//	New paragraph
/	New line
VF	Verbal feedback given to pupil by teacher

PRESENTATION

- All work must be dated. The date is written on the left-hand side of the page and in full, e.g. day of week, Monday 1st October 2017.
- (In Maths books the date should be written in short form – 01.10.17).
- At Key Stage 2 the date and the learning objective should be underlined.
- At Key Stage 2 all books/pieces of work must have a margin. If margin has to be inserted a ruler must be used.
- At Key Stage 2 all books/pieces of work must have a heading stating the learning objective. After the heading one clear line space should be left.
- At Key Stage 1 children are working towards adding a heading by the end of the year learning objective.
- At the end of a piece of work a clear space should be left.

Maths work

- At Key Stage 2 pupils should set their work out in two columns where appropriate.
- At Key Stage 2 only one digit should be written in one square except in the case of fractions when represented as e.g. $\frac{1}{2}$