

Marking and Feedback Policy



St. Mary's RC Primary School

Mission Statement

- We will always open our doors wide in welcome.
- We will always love and care for each other as Jesus taught us.
- We will always place the Word of God at the heart of our School.
- We will always worship God our Father.
- We will always be witnesses to Jesus Christ by following in his footsteps.

Written by: Laura Wolstenholme

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Policy will be reviewed: Annually

Marking is consistent throughout our school and in line with the overall policy on Assessment, Record Keeping and Reporting.

Marking Principles

We ensure that the time we spend on marking is beneficial. We base what we do on sound principles.

Shared

- Teachers provide opportunity for prompt and regular written or spoken dialogue with the pupil;
- Teachers and pupils are clear about the learning objectives of a task and the criteria for success. Learning Objectives (L.O.) will be evidenced in recorded work and displayed in the classroom during the lesson.
- Teachers provide constructive suggestions about ways in which the pupil might improve his/her work; either verbally or written
- Teachers agree the next steps with the pupil; either verbally or written
- Teachers follow up the 3 agreed targets in English and Maths with the pupil to see how far they have achieved them.

Teacher-Centered

- Teachers are selective in the aspects they choose to comment on; either verbally or written
- Teachers comment on specific, positive aspects of the task; either verbally or written
- Teachers recognise effort as well as quality, not in a vague or generalized way, but linking effort to specific skills or understanding;
- Teachers use the information gained together with other information to inform future teaching plans.

Pupil-Centered

- Pupils are encouraged to check their own work or their peers before handing it in or discussing it with the teacher;
- Pupils are given time to act on the feedback they are given.

Key features of feedback; both written and verbal

- Feedback will consist of information about the learning objective of the task, pointing out success and improvement needs against the learning intention;
- Marking will link where possible to the Learning Objective.
- Presentation, spelling and punctuation, quantity and effort may also be commented on as appropriate.
- For distance marking (marking done not in presence of child) we ensure that:-
 - They can understand it
 - That comments are age appropriate
- Teachers respond to the children's self-evaluation and plan follow up lessons accordingly to address this.

Marking in English

- GPS and comprehension exercises should be marked either by pupils, peers or staff. Peer/Pupil marking should be completed in pencil crayon.
- Short writing opportunities should all be marked using a tick. A written comment may be added where necessary. GPS features may also be highlighted.
- Extended pieces of writing should be marked in detail and using two stars and a wish. GPS features may also be highlighted.
- Spelling and guided reading journals do not need to be marked. Feedback for these tasks is given verbally throughout the session.

Marking in Maths

- 'Live marking' to be used where possible by either pupils, peers or staff. Peer/Pupil marking should be completed in pencil crayon.
- Calculations should be individually marked.
- Verbal feedback to be given throughout the lesson
- Written comments will be added to work when necessary.

Marking in RE, Science History and Geography

- Short writing opportunities should all be marked using a tick. A written comment may be added where necessary. GPS features may also be highlighted.
- Extended pieces of writing should be marked in detail and using two stars and a wish. GPS features may also be highlighted.

Marking in Music, PSHE, ART, DT, Computing and MFL

- Feedback to be given verbally throughout the lesson
- Written comments may be added when necessary

Self- assessment

- Children assess their own work with a face next to the LO.
- A smiley face means that the child coped well with the activity.
- A face with a straight smile means that the child had some problems with the activity.(Teacher plans follow-up work.)
- A sad face means that the child found the work too challenging. (Teacher plans follow-up work.)
- Teacher will also add a face to the LO after marking.

Marking Codes

✓ Teacher marks successes with a tick.

An underlining with SP above – demonstrates a spelling error to be corrected 3 times by the pupil

H

With help. Work is presumed independent unless it is marked with a H

V

There has been verbal dialogue about the work between the child and staff

I

An I indicates work has been completed independently. This will be used in EYFS and/or with SEN children

? - something doesn't make sense. You need to read your work carefully and check it for mistakes.

// - New paragraph (only at KS2)

^- Missing word (only at KS2)

Parents

Parents are informed of the procedures for marking and feedback is given verbally at Parents' Evenings.

Monitoring

This marking policy will be reviewed annually to ensure that it is understood by all new members of staff, that practice continues to reflect school policy, and that everyone has the chance to share and develop practice further.