

St. Joseph's Catholic Primary School

Marking and Feedback Policy

*Here at St Joseph's Catholic Primary School, we learn and grow through the love of Jesus.
Our community is a safe, caring and happy place where everyone is supported and valued.
Through our own faith, we treat one another the way we would like to be treated.
We help every child to be gentle and fair and to always do their best.*

'Learning through the Love of Jesus Christ'

Introduction

Here at St Joseph's we are committed to giving all of our children every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations of all the children. The achievement, attitude and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We do this by taking account of pupils' varied needs. This policy updates the previous Marking Policy and the purpose of this policy is to make explicit how members of staff mark children's work and provide feedback, all staff are expected to be familiar with the policy and to apply it consistently.

St Joseph's is committed to providing a safe and secure environment for its pupils and staff. The governors and staff are committed to promoting British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths, cultures and lifestyles.

Principles

Marking should always have a purpose. Any work marked, whether verbal or written, should give clear feedback to the child showing them where they have been successful and indicating the next step in their progress. Marking should inform teachers planning and improve the teaching and learning within the classroom. Children need regular, consistent feedback on their progress through one-to-one conferences, as well as guidance during group work. Teachers should comment on effort, attainment and ways to improve.

Layout of Work

- Every piece should be dated
- If the piece has a title it should be underlined with a ruler
- Pencil is to be used in KS1 until a pen license has been awarded
- All children should have gained their pen license by the end of Year 3
- Only fountain pen, ink rollerball or school handwriting pen should be used.
- Children should write in blue ink
- ICT should only be used for presentation of work where it is appropriate
- Children should not use rubbers or ink erasers but cross out with a horizontal line through the mistake

Marking

Marking and feedback should:

- make use of a range of marking styles and be both manageable for teachers and accessible to children.

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- whether verbal or written, relate to the learning objective. Success Criteria must be made clear to the children before starting so that the children are clear if they have been successful.
- give recognition and praise for achievement and clear strategies for improvement.
- be undertaken by all staff that work with the children in the classroom.
- allow specific time for children to read, reflect and respond to marking; any corrections should be added below, alongside or elsewhere.
- where appropriate, particularly in EYFS/KS1 it should be done with the child beside you.
- respond to individual learning needs; the quality of the interaction when marking work will influence the quality of the work produced afterwards.
- inform future planning and group target setting.
- ultimately be seen by children as a positive approach to improving their learning.
- be done in green pen.

How should teachers mark?

Not every piece of work should be quality marked and at each Key Stage the level of verbal and written feedback will differ. Marking is to the learning objective but basic errors should be identified. All teachers should mark work across the curriculum, in detail where relevant, to inform planning and next steps.

Children should always self-assess and be able to express their view of how successful they feel they have been at the end of the lesson.

Foundation Stage

- Feedback will be positive.
- Stickers, House Points, special display in the classroom or head teacher's sticker should be used to reward achievement and effort.
- Work should be dated by an adult.
- Adults should focus on giving oral feedback to the children.
- Staff may also write comments on the back of work as part of the process of gathering information for the Foundation Stage Profile if appropriate.
- Aspects of the work that meet the learning objective should be ticked.
- Children should be encouraged to self assess by drawing a face at the end of their work.
- Work will be annotated by adult T/TA/I/P

Key Stage 1

- By the end of Key Stage 1 children should write the long date in their literacy and humanities books.
- Teacher will give verbal feedback.
- Areas of the work that meet the learning objective should be ticked.
- Stamps/Stickers and/or House Points should be used to reward achievement and effort.
- 1 short positive written comment should be made and 1 target given when appropriate.
- Children will self-assess at the end of each piece using the faces.



- I understood what I was doing

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☹ - I think I understand what I was doing but I'm not sure

☹ - I didn't really understand what I was doing

Key Stage 2

- Children should write the LO and date (long date in all work except Maths).
- If a teacher or teaching assistant is working with a child they should record this in the margin as:
 - T = working with the teacher
 - TA = working with the teaching assistant
- Children should self-assess on a regular basis according to the success criteria:
 - $\sqrt{\sqrt{\quad}}$ - I am confident at this
 - $\sqrt{\quad}$ - I think I understand
 - ? - I am not sure
- Teachers should tick examples within the work that meets the success criteria.
- When a piece of work is quality marked there should be both a positive comment and a target. Children should be given time to respond to their target and edit their work using a purple polishing pen.
- Stickers and/or House Points could be used to reward achievement and effort.
- If teachers give verbal feedback this will be marked as VF in the margin.
- Errors should be highlighted or a symbol put in the margin, e.g.
 - SP - spelling error
 - P - punctuation needed or incorrect punctuation used
 - C - capital letter or circle the word
 - G - grammar needs attention
 - V - vocabulary needs improving
 - // - new paragraph needed
 - $\sqrt{\sqrt{\quad}}$ - very good point
 - $\sqrt{\quad}$ - good point
 - ^ - missing information/word
 - ? - query/doesn't make sense

Marking spellings

When a child has made a careless spelling mistake teachers should put sp in the margin or next to the word for the child to correct themselves. When they have misspelt a word that the child should know but may not be able to correct themselves teachers should write the word at the bottom of the piece of work and ask the child to write it out five times.

Maths

- Work is marked $\sqrt{\quad}$ if correct and with a dot or underlined if incorrect
- Ideally verbal feedback should be given but if this is not possible written feedback should be given instead to address the issues
- Work will be marked W - working towards, M - met or E - exceeded

How will this policy be monitored and evaluated?

The head, deputy head or subject co-ordinator will monitor books and planning, as well as talking to children about their work. Feedback and support will then be provided to staff.