



St Jude's Church of England Primary School

Marking and Feedback Policy

Reviewed October 2018

*Our children
Our St Jude's Family
Happy – Inspired – Loved
The sky is not the limit
Ready for today - prepared for tomorrow*

AIMS

At St. Jude's we aim to:

- provide timely feedback which informs pupils about how well they have met the success criteria and next steps to move their learning on,
- provide the opportunity for pupils to practise and refine skills in order to make progress,
- ensure marking is manageable for the teaching team and be accessible for all children.

Marking should ultimately be seen by children as a positive approach to improving their learning.

Children have shared their feedback on marking with class teachers and senior leadership team and this has informed our marking policy procedures.

GENERAL PROCEDURES

Every piece of work that a child produces is marked in **green pen**.

Marking:

- is linked to learning objectives/intentions and individual targets
- takes place during the activity or as soon as possible after the work is completed
- will include highlighted examples of where a child has met the objective (or demonstrated a skill), or areas where a child needs to improve to meet the learning objective
- will include use of **marking symbols, (see chart below)** used consistently across the school to ensure children are able to engage and respond to the marking.
- is positive, constructive and informative, children are provided with time to respond
- includes open ended questions to encourage the child to demonstrate progress, not a closed question. Children answering 'yes miss' is not permitted – a child's initial demonstrates that they have read your comment
- reflects the teacher's knowledge of individual pupils, including those with SEND/EAL
- links with PLP targets if appropriate
- includes observations of the child's achievement e.g. in a scientific investigation/practical activity and through the observation record sheets, where appropriate.

EYFS AND NON-READERS

Marking for Reception and non-readers in Classes One to Six will:

- give children the opportunity to respond to their learning – and this may be recorded by the CT or TA to help assess the child's progress
- share what the child has achieved/learnt in the session
- Include the symbol VF to acknowledge that verbal feedback was provided.

Allowances will also be made for year 1 non-readers at the start of the year. There will be a degree of flexibility in the expectations for **NS** depending on the pupil's development. As the next steps will, on the whole be included in the next lesson.

EXPECTATIONS FOR MARKING FOR DIFFERENT SUBJECTS

Maths

The above general procedures apply, to ensure marking has maximum impact the following will also apply:

- All work will be ticked
- The '**Next Steps**' initial (**NS**) will be used when appropriate
- Moving on comments can be used where appropriate
- Light touch marking will apply for those children who have met the objective – and a pink highlighter pen used to indicate where a child has met the objective particularly effectively
- Deeper marking for those children who have made errors – highlighted with a green highlighter. This deeper marking will serve to scaffold / model the calculation so that the child is supported with correcting their misconception. This will be evident in their response to marking carried out in the lesson or during the next session.

English

The above general procedures apply, to ensure marking has maximum impact the following will apply:

- All work will be acknowledged
- Key spelling errors will be noted below a piece of work for the child to practice
- A pink highlighter pen will be used to indicate where a child has met the objective or used a particular skill in their writing
- A green highlighter pen will be used to indicate where a child needs to edit or improve areas of work or correct a skill
- Next steps (**NS**) will be given where deemed necessary throughout a unit of work
- A deep mark will be used for the writing outcome only - this will include the use of the 2 Stars and a Wish stamp. There could also be an opportunity for a child to improve a section of writing in light of feedback – during the lesson or in the following session.
- The outcome is usually written over more than one lesson; it is the teacher's decision as to which of these sessions will be deep marked.

Other subjects including Humanities and Science

The above general procedures apply; to ensure marking has maximum impact the following will apply:

- All work will be acknowledged
- A deep mark will be used once a half term- this will include the use of the Next Step initial (**NS**) or 2 Stars and a Wish.

- Green and pink highlighter pens will also be used where appropriate.

Religious Education

The above general procedures apply, to ensure marking has maximum impact the following will apply:

- All work will be acknowledged
- The 'Next Steps' initial (**NS**) can be used where appropriate
- A deep mark will be used for longer pieces of writing - this will include the use of the 2 Stars and a Wish. There could also be an opportunity for a child to improve a section of writing in light of feedback – during the lesson or in the following session.
- Green and pink highlighter pens will also be used where appropriate.

PUPIL RESPONSE

Wherever possible, marking is interactive. An opportunity is provided in every lesson for pupils to respond to previous marking, e.g. correcting errors, editing work, answering teacher's questions and moving on comments. This could include an opportunity to correct mistakes/rewrite spellings. Children always respond appropriately to the teacher's comments. Children initial a comment if it does not require a sentence or correction. **The teacher will use the initial TBR to be revisited to signpost to children that this learning will be reviewed.** Where appropriate children will have the opportunity to peer assess and provide feedback to a peer on a post it note.

Children will respond:

- using blue pen
- and, initial once they have responded to moving on comments.

MARKING SYMBOLS

p	punctuation	FS	finger space
^	missing word	c	connective
//	new paragraph	sp	spelling
g	grammar	TBR	To be revisited
VF	Verbal feedback given	T	Used to demonstrate where a target has been met
I	Independent work	CT	Class teacher input / support
TA	Worked with and supported by a Teacher Assistant		
NS	Next steps - Moving on comment		
tickled pink	example of child meeting LO		
green for grow	example of where learning needs to improve		

THE MARKING OF SPELLING

- When a child misspells a word, **sp** is written in the margin and the misspelt word is underlined. The correct spelling is written above the word.
- If key words / words that the child should know - are not spelt correctly – the teacher writes the word below the piece of work for the child to copy underneath 2 times in KS 1 and 3 times in KS 2.

PLP TARGETS

- **To be piloted throughout October – November 2018**
- **To be reviewed – January 2019**

ROLE OF SUPPORT STAFF IN MARKING

Support staff working with groups/individuals will:

- Mark the work for the group by addressing the learning objective
- Discuss successes / difficulties with the learning with the class teacher after the session or if this is not possible place a post it note in the book to inform the class teacher
- Ask the class teacher for clarification on specific marking comments if necessary
- Use allocated preparation time from 8.30 – 8.50 and 3.35 – 4.00PM to discuss planning, activities and preparation for future sessions.

MONITORING OF MARKING

Marking will be monitored (as part of the monitoring cycle) by subject leaders and the senior leadership team at least once a term in all subjects.

Please see attached Marking Monitoring sheets.

- **This policy is a working document, reviewed by SLT in October 2018, and presented to staff in October 2018**
- **It will be reviewed in October 2019.**