

St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



Marking & Feedback Policy

Reviewed by:	Clare Howells
Approved by FGB:	26 th January 2022
Review Cycle:	Every 3 years
Review due:	January 2025
Other relevant policies:	Teaching & Learning

Rationale

Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Feedback through Quality Marking allows for self-reflection where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence. Marking will also be used to inform parents, inspectors and other interested parties.

Effective marking should:

- Give feedback to children and to inform them of their achievements and the next steps in their learning
- Show that work is valued
- Demonstrate appreciation of children's effort
- Inform future planning and learning
- Evaluate and assess children's learning
- Help parents to understand the strengths and areas to develop in their children's work

Marking Procedures:

- A green highlighter will be used to highlight strengths/achievements/correct (in maths) in children's work (**Green for Go**)
- A pink highlighter will be used to highlight corrections, which may be grammatical, a spelling mistake, incorrect in maths or punctuation error (**Pink to Think**)
- A pink pen will be used to write a 'think bubble' in children's work. A 'think bubble' may be an extra challenge, it may refer to a correction that needs to be addressed by the child, it may be a 'modelled' example or it may be a 'scaffolded' prompt
- As far as possible, marking will be done daily or when a piece of work is completed
- Marked in relation to the WALT, steps to success or 'I can' statements on child's learning ladder
- Live marking is used by all whenever possible
- Wherever possible time spent with the child (or groups of children) to ensure they understand the comments and the targets set
- Next steps ladders should be used when marking writing so that the children know what they need to do next
- Teachers writing to be neat and follow the school handwriting policy

Children's response to marking:

- Encouraged to evaluate their own work before marking, taking into consideration the WALT, steps to success and /or their own individual 'learning ladder'.
- Encouraged to reflect after marking and take the opportunity to correct, practise or investigate a problem.
- Expected to respond to all marking and will be given planned time to do so (normally at the start of a lesson).
Responses from children;
- punctuation will be marked in a **black pen**
- spelling errors will be corrected in the margin or above the mistake if there is room in KS2 and below their work in KS in pencil or pen (whichever they write with)
- grammatical errors will be corrected within the work or below if there is not space
- For longer corrections, an asterisk should be used and the sentence written below the work next to the asterisk.
- Children must initial inside the 'think bubble' once it has been completed.
- A particularly successful piece of work may be awarded with a **REACH** point.

Quality Marking

In Quality Feedback:

- All errors are not marked.
- Marking focuses on specific taught items: concepts, skills and knowledge, so that the feedback encourages development of the learning.
- Marking is only of value if comments are read and responded to/ regarded.
- Marking should become a part of the developing dialogue resulting in pupil progress for example, a pupil writes, the writing is marked away from the pupils and in his/her subsequent work, the pupil incorporates suggestions.

We believe that correcting has its place in marking but only when it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil is to improve his/her work, which errors and how many will depend on many factors. Comments can be made verbally or in written form to communicate their message. In all cases and whenever possible, feedback should be as immediate as possible.

Verbal Feedback:

It is important for all children to have oral feedback from a teacher depending on the task. This dialogue should focus upon successes and a 'V' will be put in the margin of the pupil's book.

Independent Work:

It is assumed that all work is done independently unless indicated otherwise.

Supported Work:

When a child has completed a piece of work, but has been given some support to do so (by a teacher or TA), an 'S' will be put in the margin of the pupil's book. When a child has continued with a piece of work independently, an 'I' will be put in the margin of the pupil's book to show this.

Acknowledgement marking:

There may be times when a pupil marks their own work, such as after a timetables test or spelling test. A green tick in the margin will be used to acknowledge the marking done by the pupil.

Peer and self-assessment:

Children will be encouraged to check and correct their own work before it is collected in for marking. Peer assessment may also be used. If the work is altered, this is done so in pencil/pen (depending on the medium that the child is writing with). Children are taught to do this neatly.

For peer assessment, the same concept of identifying areas of strength and those to develop will be used. In Years 5 and 6, **purple pens** are used to show re-drafting and improvement, once these skills have been taught. However, the children will use the following two simple phrases:

This is good because...



It would be even better if...

Self-assessment:

The children will tick their WALT in pencil and/or steps to success if they think they have achieved them. The teacher will also **tick in green** if they agree, write some if some evidence can be found or put a **pink dot** next to the WALT/step to success if they have not found enough evidence.

The following codes in the margin may be used:

For all written work

p	punctuation		Next steps
g	Grammar error to correct	v	Verbal feedback during lesson
sp	Spelling error to be looked up and corrected and a straight line put underneath the error (in KS1) KS2, no line identifying error		Think bubble is used when you want a child to respond to an instruction, eg add another expanded noun phrase to this sentence (use and asterisk to mark where).

?	This doesn't make sense	S	Support has been given to the child during the lesson
^	An omission	I	Work completed is independent

EYFS

Pink and green are used when marking children work also, but when an adult is scribing the voice of the child, a black pen is used.

Numeracy

Answer highlighted in green	Correct 'GO'
Answer highlighted in pink	Incorrect, try again Pink to 'Think'

During the Maths lesson, for work that is lived marked and correct, a green highlighter mark indicates that the column is correct.

Correction Procedures:

- Corrections will be completed underneath or nearby to work
- The child will write 'corrections' and underline it
- Rubbers will not be used for corrections
- Errors will be neatly crossed out with a pencil and ruler

Marking may be done by:

- Teacher alongside child, live marking whenever possible
- Child alone (self-marking)
- Other children (peer-marking)
- Teaching Assistant (who will initial the piece of work).
- Teacher alone