



Effective Date:
October 2017

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18 March 2021

Review Committee:
Primary Local Board

Review Date:
March 2023

Owner:
Head of School

Rationale

Marking and feedback relate to learning objectives and success criteria. Marking should acknowledge effort, give positive feedback, give constructive criticism or praise for improvement, effort and excellence. Outstanding systems of marking are essential and should be of high quality with due regard given to purposeful feedback and staff workload. Ideally this should be immediate and open an opportunity for dialogue between the pupil and the teacher or teaching assistant.

We aim to:

- Build children's confidence through clear, concise marking
- Use a consistent marking system through school
- Mark to set objectives and meet individual needs

Responsibilities

Teachers & Teaching Assistants:

- Inform children of the objective for the task and the selected focus for the marking
- Commit to giving verbal feedback during the lesson wherever possible
- Monitor progress through regular diagnostic marking and improvement/target time
- Monitor pupil improvements and further work in relation to previous targets to ensure progress
- Reward good work
- Ensure that all pupils are taught a high quality of presentation. Staff writing in books will model this standard of presentation

Subject Leaders:

- Monitor the consistency of subject marking in work samples
- Monitor the quality of displayed subject based work

Headteacher and Senior Leadership Team:

- Monitor the effect of policy and guidelines on pupil progress

Procedures

Setting targets for children:

- Learning objectives and success criteria are shared with pupils at the beginning of each lesson and linked to pupil progress and attainment. The learning objectives and success criteria should guide the marking focus and be explained clearly
- Targets should be pitched in line with current assessment data, giving clear success criteria. 'I can' statements will support pupil understanding

Verbal responses to work:

- Teachers give frequent verbal feedback to the whole class, groups and individuals on their work in relation to learning objectives. Questions are used to challenge thinking, stimulate improvements in children's work and motivate. Individual targets are often set from this discussion.

Written responses to work:

Pupils may be asked to work individually or in pairs with a response partner or learning partner to give written response to work. Under close guidance of the teacher they will:

- Look for evidence that the learning objective has been achieved and traffic light accordingly
- Mark their own or a partner's answers as the teacher calls them out, or at marking stations, in green pen
- Add their initials to the bottom of a piece of work to show who the learning partner was

Teachers must for all pieces of work:

- Use a blue pen as a contrast to black ink and/or pencil used by the children. All comments should be clear in meaning and written in the school's cursive handwriting.
- Identify incorrect spellings from the high frequency word list, the KS1 common exception word list, the Y3/4-word list and the Y5/6-word list.
- Draw attention to mis-spelt words using 'sp'. 'Sp' will be written next to the word and the correct spelling will be written at the end of the work in pre-cursive hand writing. All pupils will write corrections three times at the end of the work.
- Draw attention to missing punctuation or capital letters by circling the letter/space
- Draw attention to a missing word with a ^ in the space
- Emphasise presentational features such as handwriting as the focus on a regular basis
- Ensure that Teaching Assistants initial pupil work when working with a group or marking work
- In Mathematics lessons:
 - Teachers will identify an error within Numeracy by the use of a blue dot
 - At the end of the lesson, pupils will traffic light in reflection of their learning objective and tick the success criteria that they feel they have met, on the right hand of the sticker
 - The teacher will tick the success criteria to indicate targets achieved and mark the way forward/next steps with a 'T', on the left hand of the sticker
 - Target time will follow immediately after this work and allow for challenge, extension or correction
 - Target time will be acknowledged by a tick or a dot
- In Writing lessons:
 - Cloze procedure (reading activity in which words or signs are omitted and pupils are required to fill in the blanks) /grammar tasks will be acknowledged with ticks or dots
 - All original/independent pieces of writing will be marked diagnostically with criteria achieved listed in the margin for pupils to see. Throughout that piece, successes will be noted and celebrated with a double tick ✓✓

- Improvement time will follow immediately after lesson work and allow for challenge, extension or correction. Extended 'Big Writing' will not use improvement time as this is considered to be the final edit of a piece of work
- Improvement time will be acknowledged by a tick or a dot
- In Reading lessons:
 - Teachers will identify an error within Reading by the use of a blue dot
 - The teacher will tick the success criteria to indicate targets achieved and mark the way forward/next steps with a 'T', on the left hand of the sticker
 - Improvement time will follow immediately after this work and allow for challenge, extension or correction.
 - Improvement time will be acknowledged by a tick or a dot
- In Theme:
 - Cloze procedure style tasks will be acknowledged with a tick/dot
 - All original/independent pieces of work will be acknowledged with work displayed in the class scrapbook. Writing will be marked diagnostically -successes will be noted and celebrated with a double tick '✓✓'