



**“Guided by Jesus Christ, our teacher, we journey together,  
learning to dream, believe and achieve”**

### **The Purpose of the policy**

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

### **The need for a marking policy**

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do. We recognise that the teaching team consists of teachers, Teaching Assistants.

### **The Principles That Guide the School's Approach to Marking and Feedback**

Marking and feedback should:

- Be manageable for the teaching team and accessible to the children.
- Relate to the learning intention.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvements.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- To set next step targets.
- Inform future planning.
- Use consistent codes within Key Stages.
- Ultimately be seen by children as a positive approach to improving their learning.

The following are acceptable examples of methods of marking and feedback.

### **Verbal Feedback**

It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning.

### **Summative Feedback / marking**

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

### **Formative feedback / marking/ quality marking**

Pieces of work not marked in detail should be acknowledged and relate to the learning intention.

### **Marking and feedback given by members of the teaching team other than teachers.**

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialed and commented on where appropriate by that adult.



## **Quality Marking**

Marking should reflect whether the learning objective has been met but other basic corrections should be made such as spellings, punctuation, grammar, presentation etc.

### **1 Read the entire piece of work.**

### **2 Marking codes**

Marking codes should be used as shorthand when marking and pupils need to be clear about what the symbols represent. Marking codes are provided in the appendices. **Clearly display marking code in your classroom.**

### **3 Next Steps/ Modeling marking**

A comment should be made

- to praise the successes linked to the learning objective
- to help the child improve and take the next step in their learning.

**Teachers should model how to use this next step and set an example/ challenge for them to do.**

## **Marking and Feedback in the Early Years Foundation Stage**

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play and work

## **Self and Peer Marking and evaluation**

Children should

- be given time at the start of a lesson, to read and respond to the written feedback the teacher has provided.
- be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- be clear and act on how to take the next steps in their learning.
- Respond to the written feedback verbally by initialing and acting on advice either underneath the feedback or in their next piece of work.
- be encouraged to self-evaluate and identify their own successes and look for an improvement point.
- be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.



### **Monitoring and evaluating this policy**

Children's work will be monitored by middle leaders and SLT continuously through drop ins, book scrutiny and pupil interviews and regular oral or written feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

### **Non – Negotiables:**

- **Year 2 onwards:** Full date and LO to be written in all subjects except Maths (short date & LO) starting at the left hand side of the page and underlined with a ruler. A line must be left after the Date and LO. **Year 1** date and LO to be typed and stuck in. By summer 1 pupils to begin writing the date but LO to be stuck in. Summer 2 Date and LO to be written by pupils ready for year 2.
- Teacher to model writing and neat presentation when marking children's work, making sure not to write over the children's work.
- Pupils must be given the opportunity before the lesson to read and respond to feedback given. Pupils must acknowledge this with their initials. **Please note; year 1 pupils will need lots of support to do this and will be built up over the year.**
- Pupils must start a new page for a new piece of work unless they have more than half a page. This must be then underlined to signal a new piece of work.
- Pupils must **not** doodle or scribble on any part of their book.
- All tables, diagrams and charts must to drawn using pencil and a ruler.
- All Maths work must be done in pencil.
- All work to be marked in **green pen** only.

### Marking Codes

|                       |   |
|-----------------------|---|
| Independent work      | I   |
| Supported work        | S   |
| Spelling mistake      | SJ with spelling underlined and correct spelling written in the margin. Spelling to be then added to their spelling journal for practice. |
| Punctuation           | Insert punctuation where it should be but do not correct every mistake.   |
| Paragraph             | //  |
| Verbal feedback       | VF  |
| Word omitted          | ^   |
| Praise and next steps |  1 Smile for a positive comment linked to LO.          |



|   |   |
|---|---|
|   | <p><b>T</b> Next step/challenge/question to move the pupil on.</p>  |
| <p><b>Extended 'Big' Write Only:</b></p>  | <p>In <b>green</b>, highlight 5 good examples, no more than 5. Linked to success criteria.<br/>In <b>Yellow</b>, highlight 1 development point linked to the T Level to be discretely recorded at the end of the piece of work.</p> |
| <p><i>Please Note: EYFS &amp; Year 1 to use marking stickers appropriate to lesson.</i><br/>LO: The learning objective displayed and copied into books by children. <b>The LO must be short and child friendly.</b><br/>Success Criteria: Displayed during lesson so children know the success criteria they are working towards.</p> |   |

Approved by the Governing Body on: 13<sup>th</sup> February 2014

Signed by : *W. Ryan* W. Ryan, Chair of Governors

Date for Review: February 2017