

St Bernadette's Catholic Primary School

Marking Policy



“Doing our best for God”

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Rationale

At St Bernadette's, children are encouraged to produce work to the best of their ability and we consider all children's work valuable. High quality feedback, including effective marking, is an essential part of an outstanding education and can take many forms including spoken or written marking, peer marking or self-assessment. Staff and Governors agree that marking has only one aim, to advance pupil progress and outcomes and our policy aims to ensure that all written marking should be meaningful, manageable and motivating. All feedback (of which marking is a small part) is focussed on pupil progress, developing good teacher-pupil relationships and raising pupils' self-esteem.

Marking and Feedback should:

- Recognise, encourage and reward pupils' effort and achievement while celebrating their success.
- Actively involve pupils in the learning process.
- Provide a dialogue between the teacher / TA and pupil, which enables appropriate feedback about strengths and areas for development in the pupil's work.
- Indicate how a piece of work could be improved against success criteria.
- Set future 'Next Step' targets by identifying the next steps in learning.
- Support pupil's ability to review, edit and improve their own work.
- Help report the pupil's progress to parents.
- Inform curriculum planning and future interventions.
- Ensure a consistent approach to feedback by all staff.

Effective feedback should:

- Relate to the learning objective and/or success criteria.
- Be positive and constructive.
- Involve the pupils at some level.
- Provide opportunities for the learner to improve on their work.
- Impact on future teaching and learning.
- Be differentiated according to the learning needs of individual pupils.
- Be developmental across the age range.

Written Feedback

At St Bernadette's, the Governors and Senior Leadership Team are mindful of teacher workload. With this in mind, all teachers use the following marking codes across the subjects. All staff mark in green pen and the codes should be placed at the end of a piece of work to show the following:

Marking Codes	
LO✓	Objective achieved
LO →	Gaps in objective
LO?	Objective not achieved
✓	Correct answers
?	Incorrect answers
VF	Verbal feedback
AS	Adult support

Types of Feedback

Summary marking - this is where teachers will use the marking codes at the end of a piece of work such as spelling/grammar/punctuation lessons or a comprehension. Children may be asked to correct mistakes using the purple polishing pen eg. spelling errors.

In-depth marking - this is used when a child has produced a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning objective and improvement needs.

When in-depth marking teachers:

- read the entire piece of work.
- identify where the child has met the learning objective.
- identify an aspect of the work which could be improved in green.
- provide a focused comment on an area for improvement which should help the child to 'close the gap' between what they have achieved and what they could have achieved.

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, time is planned in a future lesson for children to respond to the marking and feedback provided. This is then checked by the teacher to avoid further misconceptions being established.

Verbal Feedback

We recognise the importance of children receiving verbal feedback. The adult will talk to the child about how they have met the learning objective and where necessary, question individuals. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and where necessary annotated.

Children of all ages should be provided with oral feedback but this is particularly important in the Early Years Foundation Stage and Key Stage 1 where children may be unable to read a written comment. The teacher will record this as 'VF'.

Peer Feedback

During peer feedback of written work, children may swap books and write comments on a post-it or below the work as follows:

- to highlight success.

- give an improvement suggestion against success criteria eg write a prompt that will help the learner make the improvement (not handwriting).

In subjects such as art, DT, PE or Games children could give two stars and a wish - two things a child/pair/group has done well and one thing they could improve on.

Self-marking

In some books, children may self-mark their work such as maths using the marking codes tick or question mark.

Marking in Different Subjects

The marking codes are used across all the curriculum subjects for consistency and so that all children know the progress they have made. Spelling and grammatical errors may be identified but the focus of any feedback should be knowledge or skill based depending on the subject.

English

SPaG and Shared Reading books can be marked using the marking codes with children correcting their work as needed. When writing longer pieces of text, children need to be given time at the start of their next lesson to edit their spelling, grammar and punctuation. Longer pieces of writing will require in-depth marking.

If children do not have an LO✓ they need to know how they can improve their work with comments linked to the success criteria. These children may also have sentences scaffolded. Children with an LO✓ may be challenged with moving sentences around or revising vocabulary using a thesaurus. All children need to be encouraged to use dictionaries when correcting spellings as indicated in the National Curriculum. Spelling journals should also be used.

Maths

Following the marking code, children may be asked to correct two mistakes or the teacher may scaffold a concept to support understanding. If children have all their work correct, a challenge may be provided to extend the learning from the previous lesson.

Foundation Subjects

Teachers will follow the marking code in lessons such as history or science, children may be given a question that identifies a key element missed in their written work or conclusions in science or to challenge their knowledge and understanding of the subject they are learning. Spelling of key vocabulary and punctuation should be identified for correction.

Sketchbooks

In art there are no "wrong answers". It is about the process, not the end product. Marking should not comment on how good the work is but should be positive and constructive and link to the key skills/techniques being taught. Teachers do not need to mark directly into sketchbooks. They should use discussion to provide verbal feedback, or mark on a post it note/paper and attach to work. Teachers do not have to mark every piece of art work in sketchbooks but should use their own judgements to decide if verbal or written feedback is appropriate.

Pupils' Response to marking

The expectation is that all work is marked before being returned to the children but not all work will be marked in depth. Children need time at the start of lessons to respond to teacher marking (this may be with adult support) and this should be built into lessons.

Children's response to the comments:

- Children should be given time, at the start of the day/ or in a discrete time set/at the start of the lesson, to read and respond to the written feedback/question the teacher has provided.
- Children should 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.
- Children should be expected to respond to the written feedback, either by correcting mistakes in a pencil/purple pen or by writing a reply.

Challenge, Build, Agree

During lessons, the children will verbally feedback to other children by using the challenge, build, agree method. If a child wants to build, they will add to a previous answer. If a child wants to challenge, they disagree with the previous answer and proceed to give the correct answer.

EYFS

In the Reception class, the teacher will focus on positive oral feedback but may write a comment in their books. They may also use stamps and/or stickers. The teacher/teaching assistant may also annotate work/photographs as part of gathering information.

Presentation of Work

In every class, teachers have high expectations of presentation in books with the rules on how to present their work displayed in every classroom. Children should be discouraged from graffitiiing, doodling or scribbling on their work or books.

When editing and revising written work, children in years 3-6 use a purple polishing pen for correcting spelling, grammar and punctuation errors. When redrafting a piece of written work, this is done in pencil or blue pen. Children may use their purple pens to revise spellings, punctuation, vocabulary or sentences but not whole pieces of work in all books.

Editing and Revising codes

sp	Spelling error
g	Grammar error
p	Punctuation error or missing
//	New paragraph

Guided Writing and Maths

Where there are several children who have not achieved a concept eg. inverted commas or formal method of short division, the teacher should plan a guided session to support the children's understanding.

Subject Leaders monitoring

All subject books are open to scrutiny and moderation by subject leaders, SMT, governors and cluster meetings. They are also made available to parents at conferences and to outside agencies during SEN reviews. When monitoring books across the curriculum, it is important that subject leaders ensure that work is marked according to policy and feedback given on the monitoring form and feedback to staff given. This ensures a consistent approach across the school and ensures consistent high standards.