St Edward’s Catholic Primary School

Marking Policy

Rationale

Feedback/Marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning titles and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to a child, child to teacher or child to child. Written feedback may take the form of acknowledgment marking or in depth marking linked to the planned learning or a child’s individual target.

Principles

Marking and feedback should:
• If possible be immediate or as soon as possible
• Be manageable for all teaching staff
• Involve all adults in classroom
• Be seen by pupils as useful and positive
• Inform future planning/target setting
• Be accessible and inclusive
• Relate to the Learning titles
• Be responded to

Key characteristics of Assessment for Learning

Explicit Learning Outcomes

Effective learning takes place when learners understand what they are trying to achieve. Staff should always consider the context and share either the context or purpose with pupils where appropriate, applying it to real life. It is important that pupils know the learning titles of each lesson as this gives a focus, enabling pupils to review their own progress.

Oral Feedback

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

Teachers need to decide whether work will simply be acknowledged or given detailed attention. However, a minimum of one in every third piece of work in a subject should be quality marked.

Acknowledgement should always relate to the learning.

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 initialled and commented where appropriate.

Marking

Marking is only of value if comments are read and responded to by the child.

Quality Marking

Teachers should focus first and foremost upon the aim of the task. The emphasis should be on both successes against the learning title and/or the improvement needs of the child.

When quality marking across the whole school should:

1. Read the piece of work
2. All work needs a written acknowledgement.
3. Highlight in GREEN examples of where the child has met the learning title and indicate clearly a focused comment linked to this, which will help the child improve their future learning.
4. From Year 2, record in the margin with an ORANGE mark an appropriate number of spelling, punctuation and grammar errors.
5. Symbols may be used as shorthand when marking, but if they are; pupils need to be clear about what the symbols represented. The approved lists of symbols for St Edward’s Catholic Primary are included as an appendix to this policy.
6. Highlighted in PINK examples of where the work could be improved. If there are no errors, then record a PINK for THINK comment, using a pink dot to indicate next step marking.
When work is distance marked (marked without the pupils being present) teachers must allow time for pupils to read and respond to marking.

All work marked by a member of staff should be in black. Comments should model our handwriting policy. Highlighters will be used.

**EYFS and KS1** - We recognise that it is sometimes difficult for our younger pupils to read and respond so EYFS and KS1 are expected to build in more time for verbal feedback for example at the start of the lesson or during guided groups.

**KS2 pupils will respond to marking.** Teachers should ensure that time is given for this at the start of each lesson or at the beginning of each morning during early morning work.

**Children’s responses to the comments**

**Self-marking and evaluation**

Children should be given time at the start of a lesson, to read and consider the written feedback 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 encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point. This should follow the model of approved marking symbols. Lesson plenaries can focus on this process as a way of analysing and learning if appropriate.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

**Mathematics:**
Maths and other closed tasks should be marked with a **GREEN mark** for correct or **PINK dot** for incorrect. Pupils should be encouraged to check incorrect answers, so they can learn from them.

Some calculations or sentences that need correcting should be pulled into a response and **highlighted pink**. If a child has successfully completed a piece of work, marking should then take the form of a “think pink challenge” bubble. This is a short task which can be completed independently at the start of each lesson. It aims to extend thinking within the recently taught concept and consolidate understanding. If a child gets this incorrect it should be left and noted as part of the teacher assessment. All staff should initial that the challenge has been completed.

**English and other subjects**

Highlighters will be used. **Good to be Green** and **Pink for think**. Orange for spelling, punctuation and grammar errors.

**Marking and feedback in the Early Years Foundation Stage**

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers & 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, work or special books.
- During the summer term staff will introduce yellow for yippee.
- All written feedback will use the cursive script.

**Monitoring and evaluating this policy**

This policy will be monitored through further consultation of staff and through the planned reviews.

Children’s books will be monitored by the Senior Leadership Team and subject leaders, with written and verbal feedback given to individual members of staff.
Where appropriate subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss. Subject leaders will monitor subject specific marking as part of their monitoring role.

**Appendix 1**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOOD</td>
<td>GOOD to be green. This word, phrase, sentence or paragraph or piece of mathematics shows a GOOD understanding of the learning intention</td>
</tr>
<tr>
<td>ORANGE</td>
<td>ORANGE highlights a spelling, grammar or punctuation error. It is not corrected by the teacher and so children must be taught skills to access dictionaries or Talk for Writing</td>
</tr>
<tr>
<td>PINK</td>
<td>PINK for THINK. What is wrong with the piece of work and what needs improving or challenging further</td>
</tr>
<tr>
<td>GW</td>
<td>Group work</td>
</tr>
<tr>
<td>VF</td>
<td>Verbal feedback given during the lesson.</td>
</tr>
<tr>
<td>I</td>
<td>Pupils completed the work set independently</td>
</tr>
<tr>
<td>WS</td>
<td>Work completed with support</td>
</tr>
<tr>
<td>SP</td>
<td>Incorrect spelling</td>
</tr>
<tr>
<td>P</td>
<td>Missing punctuation</td>
</tr>
<tr>
<td>FS</td>
<td>Finger space needed</td>
</tr>
<tr>
<td>//</td>
<td>New paragraph needed.</td>
</tr>
</tbody>
</table>

Each adult that marks the pupils work must write their initials when marking.

Pupils from Year 2 onwards will use Purple Polishing Pens to upskill pieces of writing thus editing their work but general corrections, challenges or responses to marking can be made in pencil or handwriting pen (dependent on pen licence)

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Written by Lauren Flain and presented to staff on 3\(^{rd}\) October 2018

Approved by Governors on 5\(^{th}\) October 2018 – Renewal Date: 5/10/21

Signed by the Chair of Governors