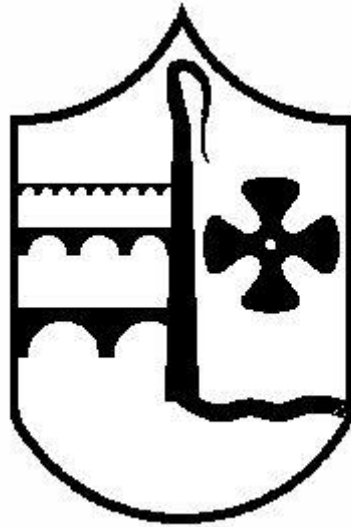


St Cuthbert's RC First School



In God's Family

We love

We grow

We learn

Marking and Feedback Policy September 2020-23



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 (TA's) and any other specialist teachers employed by the school and/or LA.

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 improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to 'Live mark'
- Inform future planning.
- Use consistent codes within Key Stages.
- Ultimately be seen by children as a positive approach to improving their learning.

The effect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement and accelerate progress.

TA's will be present in KS1 & KS2 core subject lessons to support 'live marking' so as many pupils as possible receive immediate feedback and can make improvements.

Oral Feedback

It is important for all children to have oral feedback from a member of the teaching team from regularly. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the the arts areas (see subject specific marking and feedback guidance in appendix).

Summative Feedback / marking

This is associated with closed tasks or exercises (for example KS2 may undertake spelling /times tables tests) where the answer is either right or wrong. The children, as a class or in groups, can also mark this. (See relevant appendix on Subject specific marking and feedback for further information).

Formative feedback / marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

Quality Marking

Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child. When quality-marking teachers could:

- 1 Read the entire piece of work.
- 2 Highlight in green example/s of where the pupil has met the learning intention and highlight pink where a challenge has been given or an improvement needs to be made. Blue is used to show the challenge or improvement has been completed.
- 3 Spelling, punctuation and grammar need not be marked in every piece of work (see subject specific guidance appendices).
- 4 Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided in the appendices.

Marking and Feedback in the Early Years

In the EY, 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, work or special books

Children's response to the comments

Self-Marking and evaluation

'Live marking' gives the opportunity for pupils to respond immediately.

Pupils 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.

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own three successes and look for an improvement point. This may be referred to as "Two Stars and a Wish".

The plenary can then focus on this process as a way of analysing and learning.

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

Monitoring and evaluating this policy

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

Book scrutiny will be led by the SLT group, subject leaders and the steering committee with written and verbal 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, alongside SLT and the steering group, will monitor subject specific marking as part of their monitoring role.

Updates due to COVID-19

Every staff member will carry their own waist bag at all times containing their own set of pens/stationary

Staff will sanitise hands before and after marking books

Staff will endeavour to mark from behind the child where possible

Document record

Version	Reason for Amendments / Update / Review	Date of Adoption by SCFS GB	Date of next review
1.0	New policy	Jan 2017	Jan 2020
3.0	Updated to inc COVID specific updates	09.09.20	09.09.23

Subject Specific Marking and Feedback

In all subjects red pen is used to mark so that it stands out to the pupils where appropriate, the following codes should be applied:



Learning intention
met
(Green is great)



Challenge or improvement to be made
(pink for think)



Improvements/challenges completed (Blue is better)

Any mistakes will be neatly crossed out with a single line.

Numeracy

In Numeracy all pieces of work should be marked using the above codes

Literacy

In Literacy all pieces of work should be marked using the above codes

Punctuation, grammar and spelling should be marked appropriately to the task.

Literacy books used for everyday tasks, while writing books for assessed pieces of work.

One piece of work to be entered and levelled termly including baseline task; 4 pieces to help inform teacher judgement at the end of the year.

Religious Education

RE will adopt the same strategy where appropriate. Comments should be linked to the standards document.

Science & Foundations subjects

Teachers to adopt the agreed mark scheme. The emphasis will be placed on the positive feedback and next steps to make progress within the skills in that subject area.




Spellings which are specific to the current topic should be corrected consistently.

High expectations for literacy skills and maths should be evident across all subjects.





SUGGESTED MARKING SCHEME - EYFS

S	Help has been given by teacher or teaching assistant
I	Independent work
G	Given some guidance from an adult
CI	Child initiated
Live marking within adult led writing tasks take place to move learning forward. Oral feedback , questions and comments are otherwise used within an OAP cycle	

SUGGESTED MARKING SCHEME - key stage 1

S	Help has been given by teacher or teaching assistant
	Challenge or improvement to be made
	Learning intention has been met
	Improvements/challenges have been completed
I	Independent work
Check that pupils do not continue to make the same misconceptions. Evidence that you continue to challenge the issue until the pupil shows understanding; leading to progress.	

SUGGESTED MARKING SCHEME – key stage 2

S	Help has been given by teacher or teaching assistant
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes
	Think again and target/ what do I need to improve
	Positive comments/what was achieved
	Improvements have been made
OF	Oral feedback
I	Independent work
	Capital letter correction
//	New paragraph
<u>because</u>	Word underlined – spell word correctly
Check that pupils do not continue to make the same misconceptions. Evidence that you continue to challenge the issue until the pupil shows understanding; leading to progress.	