



ST PAUL'S

Church of England Primary School

We are a Christian School and we value being:
Encouraging and challenging;
Brave and kind;
Thankful and thoughtful.



Our school vision:

Matthew 19:14a Jesus said, 'Let the little children come to me'.

We are all equally important, listened to and loved by God

Marking Policy

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What is the purpose of this policy?

The policy's purpose is to make it explicit how teachers mark children's work and provide feedback to ensure effective learning.

Rationale

St Paul's considers that all children's work is valuable and should be treated with respect. It is important to provide constructive feedback to children and parents focusing on success and improvement needs against learning objectives and skills taught. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use assessment to inform their future planning so lessons and activities are targeted to children's needs.

Aims

Effective marking and feedback should:

- ✓ Give recognition and praise for achievement.
- ✓ Show children that their work is valued and purposeful.
- ✓ Allow specific time for children to read, reflect and respond to marking.
- ✓ Provide a record of progress.
- ✓ Inform future planning.
- ✓ Use consistent codes across the school.
- ✓ Be manageable for teachers and accessible to children.
- ✓ Involve all adults working with the children in the classroom.

Guidelines

- ✓ Marking should be related to clear learning objectives which are understood by the child.
- ✓ Marking should provide clear feedback, relating to the skills being taught.
- ✓ Marking should be legible and clear in meaning.
- ✓ Children's achievements need to be celebrated in order to motivate and encourage.
- ✓ Time needs to be built in to lessons in order for children to read marking and respond to it **in purple pen**.
- ✓ Work needs to be marked promptly so the child is aware that the outcome of every task is considered to be important.
- ✓ Teachers need to follow the agreed approach in each subject and use strategies for their particular year group.
- ✓ Teachers to mark **in green pen**.

Marking

The following codes will be used for all work (except sketchbooks)

- Two ticks = objective achieved
- One tick = partially achieved/working towards meeting the objective
- Arrow back = objective not met
- O = work completed with occasional support
- C = work completed with continuous support
- VF = the teacher has spoken to the child about their work and read through it with them

English and afternoon subjects (additional marking)

- P in the margin = punctuation needs correcting
- Sp in the margin = spelling needs correcting
- Sp (h) in the margin = homophone spelling needs correcting
- Aa in the margin = capital letter needs to be corrected
- Aa in the margin = lower case letter needs to be corrected
- Squiggly line under the error to support children to identify their error
- Incorrect letter formation to be addressed immediately in a clear space on the page

Maths (additional marking)

- Tick for correct answers
- Circle incorrect answers (maximum of 3 circled) after this do not mark incorrect answers, leave blank.
- Incorrect answers to be attempted again – correction written next to the incorrect answer.
- Incorrect number formation to be addressed immediately in a clear space on the page.

Children's Self-Assessment

When a teacher deems it appropriate a child may be asked to self-mark their work.

We encourage peer marking. Children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement. This can also be done as part of class or small group.

If a child is unsure of the spelling of a word they are expected to put a dotted line under this. The teacher will encourage the child to use a dictionary to look this up, time permitting. The teacher will tick the word if spelt correctly; if spelt incorrectly they will put the correct spelling in the margin.

7. Sketchbooks and artwork

Sketchbooks should be regarded as a place for pupils to call their own, similar to a personal diary. When sketchbooks are shared by a pupil, with a teacher or the rest of the class, we should be respectful of the pupils' books and their content.

Teachers must not make marks of any kind directly in a child's sketchbook or artwork.

Teachers can use non-intrusive ways to feedback to pupils such as:

- Post it notes to provide feedback.
- Oral feedback which provides the opportunity to build an understanding of how the child is thinking and promotes self-directed learning. This can often work well in small groups with pupils benefiting from sharing their ideas.

Early Years Foundation Stage

In Early Years Foundation Stage (EYFS), much of the work is practical and the marking of work is only a small component of the feedback role of all the EYFS staff. Most of the feedback is given orally, where questioning includes next steps to move the children on in their learning "in the moment".

Within EYFS there are numerous opportunities for effective marking and feedback:

- Written comments on pieces of work to indicate a next step (these will also be shared verbally with the child)
- Correctly modelled letter and number formation
- Annotations on work to indicate the level of support and how the outcome was achieved
- Constructive comments during and after play that takes place 'in the moment.'
- Observation records collated in Floor Books, Planning Books and individual Nursery journals used to inform future planning
- Professional discussions between EYFS staff
- Photographic evidence collated in Floor Books and Planning Books.
 - Displays