

St. Peter's R.C. Primary School



Growing together in Christ.

"We are a Catholic School. Our special purpose is to live, learn and work together in the presence of Christ."

Marking and Feedback policy

Each piece of work will be marked or recognised because we value and respect all children and feel it is important to enhance their self-esteem and self worth. Every child is unique and has differing educational need; therefore each piece of work should be responded to according to those needs.

Through this policy we aim:

- to establish clear guidelines which are understood by all staff and children.
- to outline our system for marking children's work.
- to indicate how we highlight positive achievements.
- to indicate ways for each individual to improve their written work.
- to indicate how we show consistency and progression.

Marking children's work

Work will be marked against the Learning Objective.

Good presentation is expected at all times.

Work produced by a pupil will usually be marked by the adult working with that group of children.

When possible some marking should take place with the child present so that verbal, written peer and self marking can take place.

For feedback to have a significant and sustained effect it should provide clear direction and appropriate challenge for individuals. Feedback should actively develop good relationships and promote self-esteem amongst pupils and teachers alike. Feedback is a shared, two-way activity, there should be evidence of pupils responding to the teachers marking.

The method of marking children's work will be appropriate to the objective of the exercise. All marking should be manageable, meaningful and motivational.

Essential Marking/Feedback Procedures (English and Mathematics)

1. Verbal feedback should be denoted by 'VF'.

2. Traffic Light Indicators

Green, Yellow or Red stickers will be used with each piece of marking to indicate a pupil's standard against personal expectation.

Green - the pupil has fully met or exceeded the learning objective. No further comment is necessary although a celebratory or motivational comment may be used.

Yellow - the pupil's work which needs to be improved or corrected and includes feedback/directions on what the pupil should do to improve.

Red - objective not met

An exceptional piece of work can be taken to the Head Teacher for a Gold Award.

3. Children need to respond to feedback, make corrections, edit their work, self and peer mark using only a purple pen.

4. Highlighting Mistakes

Over marking of pupils' work may discourage a child. It may be more appropriate to select key areas for correction.

- **Spelling Mistakes**
Incorrect spellings will be denoted with an 'sp' in KS2 and in KS1 some spellings will be corrected by the teacher.
- **Punctuation**
Incorrect or omitted punctuation marks are corrected to demonstrate their importance to the child.
- **Mathematics**
A correct answer is indicated by a tick.
An incorrect answer is marked with a cross.

Marking in other subjects

For foundation subjects there should be evidence in Topic Books of teacher, peer or self-assessment. Comments written in the topic books by the teacher or pupils should reflect how children were successful in achieving the learning objective.

Other Marking Procedures. (To be used as and when appropriate)

1. Marks or scaled scores

If marks or scaled scores are used their meaning should be clear to all involved.

2. Success Criteria (Self/Peer Assessment)

Success Criteria can be used for pupils to reflect on their own work and judge how well they have performed in relation to the agreed success criteria and can be used for pupils to take responsibility for assessing the work of their peers against agreed assessment criteria.

3. Whole Class

Whole class pupil feedback can be used to allow the teacher to gain information concerning the knowledge and understanding of all the pupils in a class; examples include:

- Post-it notes
- Mini Whiteboards
- Thumbs

4. Stickers and stamps

Stickers and stamps can be used in addition to build pupils' confidence and recognise success.

Presentation

Name labels for exercise books will be provided for each child.

Dates and titles should be on each piece of work. They should be underlined using a ruler. (KS1/2)

Teachers should date a piece of work if pupils are unable to write the date.

Handwriting should follow the school's handwriting scheme.

The end of a piece of work should be ruled off with a single pencil line. (KS2)

Pencil will be used for all mathematics work.

Pupils will write in blue pen.

Teachers will use their professional judgement as to the suitability for pupils to write in blue pen. (Years 4,5,6)

Handwriting pens will be used in Years 4 and 5, children in Year 6 may use their own blue pen to prepare them for High School.

Maths work should be neatly spaced out.

Pupils are allowed to use an eraser at the discretion of the teacher.

Mistakes should be corrected by one straight line.

Felt pens should not be used in children's books.

Written work for display should reflect a child's best efforts.

Staff will mark with a pen that is a contrasting colour, to make it clearly distinguishable from the pupils written work