

St. Paul's C of E Primary School

Documentation Information and Control

Marking and Feedback Policy

Current Status: Reviewed 2018

Review date: Annually - July 2019

Persons responsible for review: The Governing Body in consultation with the Head Teacher

Reference to other documents: Assessment Policy

Marking and Feedback Policy

1. Rationale

- 1.1 Recognising its historic foundation, St Paul's Church of England Primary School, Newcastle upon Tyne, exists
- (1) to glorify Almighty God, and
 - (2) to serve the community by providing, within the context of biblical belief and practice, an excellent education.
- 1.2 Marking is an integral part of the assessment process. It shall be used for diagnostic and evaluative purposes and to ensure pupils receive comprehensive and regular feed back (*see paragraph 2 below*).

2. Purpose

The purposes of marking are:

- (1) to aid the assessment process;
- (2) to inform pupils of their own progress and to give them clear guidance on the next steps in their learning;
- (3) to inform pupils of the need to make improvement;
- (4) to involve pupils in the assessment process to motivate them to achieve higher standards; and,
- (5) to develop the self-esteem of pupils through praise and the valuing of achievement.

3. Guidelines

3.1 General Principles

- (a) To motivate and involve pupils, we shall ensure that marking is a shared experience when practical. When not practical, time shall be given for review, correction and pupil response.
- (b) When marking the work of pupils, attention shall be given to praise, encouragement and confidence-building. Consideration shall be given to the differing abilities of pupils.
- (c) Marking shall:
 - (i) be kind, helpful and specific,
 - (ii) focus on the lesson objective,
 - (iii) refer to a pupil's learning targets, and
 - (iv) direct each pupil toward the next steps he or she should take to make progress in learning.
- (d) Marking shall be frequent and regular. In English and Mathematics at least one in every three pieces of work shall be marked in detail and every piece seen. In all other subjects every piece of work shall be marked.
- (e) Comments shall be appropriate to the age and ability of the pupil and shall focus on no more than two key areas for improvement. Stickers, stamps or labels may be used for this purpose.
- (f) Teachers shall promote self-assessment by linking marking and comments into the wider process of engaging pupils in their own learning. This shall include sharing the learning objective and key expectations at the start of each lesson.
- (g) Written comments made by the teacher shall be neat, legible and written in a contrasting colour but not in felt-tip or a highlighter pen.
- (i) Errors shall not be rubbed out. Corrections shall be made and the work remarked.

3.2 Foundation Stage

- (a) Work shall be annotated to show where a pupil is and the next steps he or she should take to make progress in their learning.
- (b) All work shall be dated by the Early Years' Practitioners.

- (c) When transition books are used marking will be in line with the policy for Key Stage 1 (*see below*).

3.3 **Key Stage 1**

- (a) All written work and verbal comments made by teachers shall be clear and easily understood.
- (b) All work shall be dated either by the teacher or pupil.
- (c) Work shall be marked in line with the learning objective. The abbreviation LO (lesson objective) shall be used in conjunction with a system of up to three ticks to denote how well the learning objective has been met. Thus:
 - √ partially met
 - √√ mostly met
 - √√√ fully met.
- (d) Work shall be annotated with the drawing of steps and a comment to show the pupil the next steps he or she should take to make progress in learning.
- (e) Key errors shall be highlighted in pink and areas of work that clearly meet the lesson objective shall be highlighted in green.
- (f) Where spellings are corrected, the correct spelling shall be written by the teacher.
- (g) Punctuation shall be highlighted or corrected when appropriate.
- (h) Correct letter formation shall be modelled by the teacher when appropriate.
- (i) A suitable chart of abbreviations and symbols shall be placed in the workbooks of pupils.
- (j) In Mathematics:
 - (i) A correct answer shall be marked with a tick and/or highlighted in green when appropriate.
 - (ii) An incorrect answer shall be highlighted in pink and when there are a number of incorrect answers the teacher will model the correct answer.
 - (iii) Incorrect number formation shall be highlighted in pink when appropriate.

3.4 **Key Stage 2**

- (a) Work to be marked shall be dated and given a title or learning objective, both of which shall be underlined by pupils or, if necessary, by the teacher.
- (b) Work shall be marked in line with the learning objective. The abbreviation LO (lesson objective) shall be used in conjunction with a system of up to three ticks to denote how well the learning objective has been met. Thus:
 - √ partially met
 - √√ mostly met
 - √√√ fully met.
- (c) Work shall be annotated to show the pupil the next steps he or she should take to make progress in learning.
- (d) In written work, key errors shall be highlighted in pink and work which has clearly met the learning objective shall be highlighted in green.
- (e) A suitable chart of abbreviations and symbols used in marking shall be placed in the exercise book of each pupil.
- (f) Pupils will be given time to correct their work. Corrections will be made in exercise books and dated.
- (g) In Mathematics:
 - (i) A correct answer shall be marked with a tick and /or highlighted in green when appropriate.
 - (ii) An incorrect answer shall be highlighted in pink and when there are a number of incorrect answers the teacher will model the correct answer.
 - (iii) Incorrect number formation shall be highlighted in pink when appropriate.

4. **Review**

The governors shall review this policy each year.