

Christ Church CE & Lewis Street Primary Schools

Marking and Feedback Policy

Date	Autumn 2017	Autumn 2017
Review Date	Autumn 2018	Autumn 2018
Signed by Designated Governor	Morag Magee	Elizabeth Cross

This policy gives guidance to staff on the purpose, types and frequency of marking.

Aims

All marking and feedback should have a clear purpose for either the pupil or the teacher depending on the learning objective or success criteria. Feedback will enable pupils to make progress in their learning.

Purpose of marking and feedback

- To inform the teacher of the pupil's progress and needs for future planning.
- Provide feedback about current work that will support progression.
- To provide opportunity to praise work.
- To provide opportunities for self-assessment where the pupil can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.

Marking in Phase 2 and 3

- There are various symbols that can be used to show pupils what they need to do to improve their work. These symbols are dyslexia friendly and accessible for all. These can be found on the separate sheet and should be displayed in class.
- Teacher's comments: these are set out with a tick comment or an arrow with a question/comment/example. A tick or an arrow will be marked against the objective (left hand side of the objective) with a following comment at the end of the piece of work with a tick and/or arrow in the margin.
- A green highlighter should be used to show pupils their good/outstanding work. It is at the teacher's discretion as to how many green highlights are to be used in a piece of work.
- Pupils may, where appropriate, self mark, or mark another pupil's work. The teacher will always review this marking. When pupils are doing this, they may use a coloured pencil e.g. when ticking questions in maths. Pupils will use the same symbols as teachers (symbols are summarised on a separate sheet).
- Success criteria can be stuck into books and used by pupils to self or peer assess. This should be reviewed by the teacher by the classes that are using them.
- Coloured star stickers can be used to praise the pupils. These are linked the four school/partnership values.

Marking in Phase 1

Nursery & Reception

- Green pens to be used at all times.
- Children's work/independent tasks must always be dated and if completed independently should be marked with an 'I'.
- Adults should annotate the work as they work with the children and read these back in child friendly language.
- Positives/successes should be marked with a tick.
- Next steps/items to work on, should be marked with an arrow.
- Stickers will be used to celebrate work towards the values at the discretion of the teacher.

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Marking homework

- Homework will be acknowledged on a regular basis with spellings of key words for the year group being picked up on as well as mathematical errors. Ticks and stickers can be used in homework books to give praise.

Frequency of marking

- Marking may take place during the lesson, which allows for immediate feedback.
- If pupils are given oral feedback, a comment doesn't have to be put in the book as the symbol- O.F. is used to show this.
- Most work will be marked before the next session of that subject. However, in the case of a long-term project it may not be marked until the completion of the project. Pupils will be informed in advance if this is the case.
- Stampers are provided in each classroom to show where adults have assisted work. This will be placed on the left of the objective.

Responding to marking

- Pupils should be given time, preferably at the beginning of a lesson, or during dedicated time, to respond to marking.
- This time should be used to carefully read comments, to answer questions posed in the comments, to write a response to the comments and to initial comments to show that the marking has been read and understood.
- Purple polishing pens should be used by pupils to edit their work during this time for Years 2 – 6. In September it may take a few weeks to train the new Year 2 class in the use of a purple pen and how to react to the teacher's comments. It is an expectation that pupils in Year 2 will be using purple pen by the end of the first half term in all books.
- Adults who mark, are expected to check pupil's purple pen comments and pick up errors, this can be done through oral feedback.

Do you have to mark all mistakes in a piece of work?

No. If you are marking against the objective then you comment on this. If there are spelling mistakes and you know the child should have got it correct or it was written on the board, underline in green pen and/or correct. If there are spelling mistakes due to a child trying to spell an unfamiliar word, you do not have to correct it.

Examples of marking comments/questions

- C next to the line where there is one missing.
- SP – Wednesday (then pupils are expected to practise a line of this spelling) or if spelt incorrectly in work wiggle line underneath.
- H – then an example of the specific join the pupil needs to practise.
- Use of BAD verbs: solve, explain, develop.