



St Martin's School

Marking and Feedback Policy

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Introduction

At St Martin's, the marking policy is part of a set of policies on assessment, record keeping and reporting. Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child. The marking policy aims to encourage a positive self-image and increase pupil independence in learning. The marking policy takes into account the school's policy on equal opportunities.

Aims

- To use specific marking as a teaching tool to inform the children of their performance and the next steps in their learning.
- To develop children's ability to proofread, edit and improve a piece of work before the teacher sees it.
- To use marking as an assessment tool to inform the teacher of the child's level of achievement /attainment and to inform the next stage of their planning.
- To create a common, agreed, continuous, developmental methodology throughout the school which is understood and utilised by both colleagues and children.

Monitoring

Monitoring Marking should be regularly scrutinised and books should be seen as part of both lesson observations and learning walks by the SLT. All curriculum leaders should moderate work and sample marking.

Every piece of work will be marked (See Agreed Methodology below).

This will involve:

- Reading the entire piece of work.
- Assessing the work against the learning objective and the success criteria/AAO grid.
- Making positive comments about some elements of the work.
- Finding between 1-2 areas for improvement.

Our Agreed Methodology for Effective Marking

All work must be marked.

- **Early Years** staff respond to children's work verbally although they will always "mark" that the work has been assessed/discussed.
- Written and verbal "marking" becomes more complex as the child gets older.
- In **KS1/KS2**, give children **at least one comment** of specific praise for the success of their work, showing it is valued.
- Find **at least one area** for improvement.
- Give children clear strategies on how they can improve their work.
- Mastery Questions should be given at the end to inform the child of their next steps; this is represented by (M) and should require reasoning to answer. Please see **Bloom's Taxonomy** for how to use questions effectively.
- The marker's responses take into account the learning objectives of the activity/area of the curriculum and the success criteria for the lesson. There is always a planned focus to the marking e.g. considering the child's understanding of scientific concepts. However, attention may be paid to other links, particularly literacy and mathematics, across the broad curriculum.
- **Writing** – in some cases the marker will concentrate upon targeted misspelt words. The marker makes sensitive judgements in relation to the age and ability of the child
- All verbal and written comments made by the marker are constructive, concise, informed, based upon evidence and should not be merely a "well done" or "good". (*It may be necessary to annotate verbal comments/discussions with a child in order to keep a record of them*)
- Children are encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives and any previously individually set targets.
- After marking, children reflect, correct and address any misconceptions.
- Time is regularly set aside to enable children to have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a "marking dialogue" with the teacher.
- Marking should help teachers evaluate teaching and inform future planning and next steps in learning.
- It should provide a tool for teacher assessment.
- It should help parents to understand the strengths and areas to develop in their children's work.
- Marking is done by the teacher in PINK ink.
- Children's editing, corrections and responses to marking are written neatly in PENCIL in KS1 and PURPLE ink in KS2.
- Targets and development points are written in GREEN.

Children's response to feedback

- Children should be given time, at the start of the lesson or in a discrete time set, to read and respond to the written feedback the teacher has provided.
- Children 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.
- Children should be expected to respond to the written feedback, by correcting mistakes in a pencil/purple pen and by writing a reply to their Mastery Question.

Self/peer evaluation

- All children should be reminded to self-evaluate against success criteria 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". Younger children may use traffic lights or smiley faces as an alternative method. The plenary could then focus on this process as a way of analysing and learning. This process should also highlight specific children who need targeting with specific things through a focus group or individual attention.
- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement using the "Two Stars and a Wish". Children should sign their name after completing this evaluation. Again, this process needs guidance from the teacher – what to look out for in peer evaluations so comments from peers are useful and helpful.
- Assessing work against an AAO grid is also another marking strategy useful for both self, peer and teacher evaluation.

Foundation Stage




- 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 (VF).

KS1/KS2 Marking Codes

All children are taught to understand, interpret and use these marking symbols within their own work and in response to another child's work.

S	Needed support from an adult to achieve the learning objective.
✓	Correct

Corrections

CL	Capital letter needed
FS	Full stop needed
	Finger Space needed
	Spelling error: correct spelling may be given or they need to look it up if they should know it.
SP _____	Spelling error in underlined word: please find correct word in dictionary and write correct spelling 3 times
G	Grammar is incorrect or missing
	Punctuation is incorrect or missing (circle the mistake or the missing punctuation)
	Something doesn't make sense. Read your work carefully and check it for mistakes
//	New paragraph
//?	Where should you have a new paragraph?
Λ	A word is missing

Feedback Comments

(VF)	Verbal feedback given HP House point given for Presentation/ Effort/ Target/ Handwriting/Quality (maximum of 5 for a single piece) PET HQ might be helpful
M	Mastery Question
(HP)	House point given for Presentation/ Effort/ Target/ Handwriting/Quality (maximum of 3 for a single piece)