

**ST AUGUSTINE'S CE (VA) J & I SCHOOL**

**MARKING AND FEEDBACK POLICY**



Reviewed by L. Brennan	Spring Term 2020
Renewal Date	Spring Term 2021

## **OUR MISSION**

'...We aim to serve our multi-racial, multi-faith community by providing an education of the highest quality within the context of Christian belief and practice, irrespective of race, culture, religion, gender, sexual orientation, class or ability...'

## **INTRODUCTION**

In order to achieve continuity and consistency throughout school and to ensure the progression of children's learning we have agreed to adopt a system of marking and feedback, which informs children how to improve their work and how best to progress with further learning as well as being an integral part of our formative assessment process.

This system has been communicated to all staff members, including teaching assistants and students to ensure consistency of approach.

## **AIMS**

- To ensure that marking helps children to improve their learning, develop their self confidence and raise their self esteem.
- To demonstrate an appreciation of children's achievements, contributions, successes and reward effort.
- To encourage children to evaluate, review and refine their own progress.
- To encourage children to take pride in their work.
- To provide next steps criteria to enable children to know how to improve their work and learning.
- To collect information as an aid to analysis and diagnosis regarding progression and learning.
- To provide evidence that can be used for assessment purposes.
- To use feedback as an aid for planning and for differentiating tasks for individuals, groups or whole classes as is appropriate.
- To help children recognise when they have met their individual personalised targets.

## **IMPLEMENTATION**

Marking is appropriate to the aims of the task and sensitive to the children's needs. Although all adults working with the children may be involved with the immediate marking process, it is the responsibility of the teacher to ensure that marking is a valuable aid and relevant to the aims of the learning objective. Marking enables us to demonstrate that the child's work and contribution is valued, it provides opportunities to encourage and reward children through verbal and written responses. Comments written on children's work need to be constructive, positive and informative, identifying the next steps the child needs to take to enhance and move forward their learning.

Marking practices and procedures should be in line with the school's overall policy on assessment, recording and reporting achievement and attainment and as such should be used to enhance the school's assessment and moderation procedures.

All work is marked as soon as possible after completion and kept up to date.

Clear systems for marking, focussing on the learning objective and curriculum area or skill being taught are in place for all written and mathematical contributions. (See attached guidance).

Identification on work if a child has received support (S) will be clearly shown.

## **CHILDREN WITH SEND**

Work is marked sensitively according to the needs of the child, with reference to their EHC (Education Health and Care Plan). Effort for all children is rewarded. Marking should be used to encourage children and can be used to extend their thinking, working and learning. This can be written or verbal.

## **RECORDING AND REPORTING**

The marking of work is part of the feedback that children receive and should be seen as supportive as well as a long-term record of progress with immediate feedback coming from discussion.

## **RESOURCES**

Children have pink/purple pens for peer marking and for self- editing and improving. Each classroom environment will have the agreed marking system clearly displayed in the classroom.

## **LEARNING SUPPORT ASSISTANTS / STUDENTS / SUPPLY STAFF**

All staff are aware of our marking policy and marking system and are encouraged to mark work with children, both verbally and through written comments.

HLTA's, teaching assistants, support assistants and supply teachers should record their initials next to their marking to identify that they have marked the work.

## **MONITORING AND EVALUATING**

Curriculum managers and SLT will monitor and review marking through work sampling and "Deep Dives". The governors will also be invited to monitor marking and feedback in practise when visiting school.

Performance and success indicators will be:

- Consistency in teachers, supply staff and support staff marking throughout school.
- Staff, child, Governor and parent testimony concerning the usefulness of the marking policy.
- An improvement in children's attainment.
- A raised awareness on the part of the pupil of what is expected of them.
- An increased use and awareness of AFL.

## **Guidance and Non-negotiables**

### KS1 AND KS2

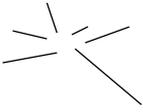
- All book covers MUST remain clean and tidy and free of graffiti.
- All headings and dates must be underlined using a ruler.
- Learning objectives (beginning Can I...) should be noted in all subjects with learning assessments completed by the children and adults after learning has taken place (English, Mathematics, Science and RE books). In KS1 the date and leaning objective to be stuck into books. In KS2, pupils to write the date and learning objective.
- In the summer term, children in Year 2 should begin to write their own date and learning objective to ensure they are KS2 ready.
- Each new piece of work must start with the long date except for mathematics where the short date should be used.
- All work must be presented neatly.
- Mistakes must be crossed out with a single ruled line. Avoid using rubbers.
- All writing must start from the margin.
- Blank pages must not be left in books.
- **Additional guidance for KS2**
  - Handwriting must be joined, legible and consistent in size,
  - 1 line must be missed between each paragraph.

*\*Further guidance on the expectations for handwriting can be found in the Handwriting Policy.*

**MARKING SYMBOLS FOR ENGLISH AND MATHEMATICS - EYFS**

<b><u>Symbol</u></b>	<b><u>What that means / guidance</u></b>
√ (tick)	This is correct / right
. (dot)	This is incorrect / wrong
ⓧ	Verbal feedback given
Ⓛ	Independent work
Ⓢ	Supported

**MARKING SYMBOLS FOR ENGLISH - KS1**

<u>Symbol</u>	<u>What that means / guidance</u>
	Verbal feedback given
	Supported
P (in the margin)	Check the punctuation
sp (in the margin)	Check the spelling
^	You have missed a word out
	You have done this well.
	Please try to show this in your work next time.

**MARKING SYMBOLS FOR MATHEMATICS - KS1**

<u>Symbol</u>	<u>What that means / guidance</u>
✓	Correct
.	Incorrect, needs checking
	Supported work
	Verbal discussion
	Purple/pink pen to be used by children to peer/self-mark and for corrections

## MARKING SYMBOLS FOR ENGLISH - KS2

<u>Symbol</u>	<u>What that means / guidance</u>
	Verbal feedback given
	Supported
P (in the margin)	Check the punctuation
G (in the margin)	Check the grammar
sp (in the margin)	Check the spelling
^	You have missed a word out
//	You need to start a new paragraph here
	You have done this well.
	Please try to show this in your work next time.

## MARKING SYMBOLS FOR MATHEMATICS - KS2

<u>Symbol</u>	<u>What that means / guidance</u>
✓	Correct
.	Incorrect, needs checking
	Supported work
	Verbal discussion
	Purple/pink pen to be used by children to peer/self-mark and for

