

Saint Mary's Catholic Primary Voluntary Academy.



Marking Policy

October 2023

CURRICULUM POLICY FOR MARKING AND FEEDBACK

Mission Statement

“We Value All in the Name of Jesus the Christ”

Intent

We believe that all work recorded in books must be marked or acknowledged with the children or as soon as possible after it is completed, as this shows how much value we place on children’s achievements.

We believe marking and feedback is an essential part of the assessment process. We provide constructive feedback to every child which focuses on success and areas for improvement and is matched against learning objectives. We would like all children to become reflective learners in order for them to improve their performance.

We feel it is essential to have in place a marking code that is relevant to the phase, is consistently used throughout the school and is clearly understood by the children.

We believe that marking and feedback should have an impact on learning and progress and should be manageable for teaching staff. Responding to and acting upon feedback given should be built into the learning sequence to enable progress and to have greater impact on pupil learning.

All teaching staff are responsible for the implementation of this marking and feedback policy. There will be regular reviews by senior leadership, middle leadership and subject leaders to ensure this policy is adhered to consistently.

Aims

- To develop children’s self-esteem and motivation by showing them that we value their effort and achievement.
- To identify areas for improvement in order for children to achieve their set targets.
- To provide an on-going record of children’s achievement and progress allowing teachers to plan for the next stage of children’s learning.
- To ensure that children receive fluid intervention or challenge/mastery where necessary, if possible within the same day
- To ensure compliance with all relevant legislation connected to this policy.

Implementation

Marking and Feedback Key Points

- Most marking will be done during the lesson during 'live marking'.
- Children will write in either pencil (KS1 or LKS2) or blue ink in their books and pencil in Maths books.
- All writing/markings done by an adult will be done so in green pen.
- Children will respond to feedback from adults in purple pen.
- When a child has responded to feedback, the adult will acknowledge this (if correct) by ticking and initialing it either: CT (class teacher), TA (Teaching Assistant), TT (training teacher) or ST (supply teacher).
- Corrections will be done in purple pen.
- In all subjects, children will traffic light (R A G) their work near to the objective every lesson. The teacher will traffic light the objective. If the child has been given A or R, then evidence of support needs to be clear.
- In all foundation subjects, green highlighter will be used to mark the subject specific vocabulary used, in the learning intent grid-when the vocabulary has been seen in their work.
- Verbal feedback will be shown as **VF**, in green pen, when an adult has intervened. Support will be shown as **S** and independent work will be shown as **I**.
- All work **MUST** be dated with learning intent.
- Presentation is of key importance in all subjects.
- The marker must take care that their comments are legible and letters correctly formed as a model of excellence to children in terms of handwriting.
- The following codes will be used:

✓	Correct answer
x	Incorrect answer
?	Check this makes sense.
VF	Verbal feedback
S	Supported
I	Worked independently
^	Missed word
sp	Spelling error - sp written in the margin
//	New paragraph
/	Finger space
CL	Capital letter missing or incorrectly used
FS	Full stop missing
p	Inverted commas/comma/apostrophe missing
Circle error	Exclamation mark or question mark
Highlight	Highlight subject specific words
R A G by staff	Write with green marking pen. If A or R must be evidence of support
1DJ	Dojo point
If anyone but the class teacher has marked a pupil's book they must initial it.	
Class discussions and group work must be labelled	
Lessons covered by supply/ Teaching Assistant must be evident	

- These codes will be used at the beginning of the sentence, in the margin area. Children who are able, will find the error and correct it themselves.
- Only when necessary should the staff member point out the error and support the child in correcting it.
- If the spelling is deemed as an 'important one' which the child should practise in order to learn, then the spelling will be written three times, at the bottom of the page.
- In RE, children's work will be depth marked and given a next steps which they can focus on in that lesson or in a following learning sequence. There must be at least two pieces of in-depth marking per RE topic. Next steps may also be used to address AT2 and AT3.

[Arrangements for Review](#)

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the Maths policy aims are being met and the standards of Maths are continuing to improve. This policy will be reviewed again by the Leadership team by May 2024.

