

St Aloysius Catholic Primary School Marking and feedback Policy

Marking is where teaching meets learning and gives pupils time to reflect on what they have learnt in terms of knowledge, skills and a deeper understanding that is transferable to different contexts. We believe that feedback and marking should be constructive and collaborative where possible.

Principles

Marking and feedback should:

- Be manageable for teachers
- Be appropriate to the key stage
- Be positive and constructive
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking
- Inform future planning
- Be accessible to children (age appropriate)
- Be consistent throughout the school
- Be seen by children as positive for improving their learning

The main function of marking/feedback is to provide formative information and indicate to pupils:-

- Specific aspects of their work in which they have been successful
- Identify and address errors and misconceptions
- As appropriate, further challenge pupils to extend or reinforce learning
- Wherever possible all work should be marked alongside the children but some pieces will have to be distanced marked.

Presentation in all subjects

Pupils should be reminded to always take pride in their work, when children write:

- The date should be written on the left hand side and underlined with a ruler.
- A short date and also Roman Numeral date should be used in Maths and a long date in English
- Handwriting should be joined from Year 1 onwards
- In KS1 if the teacher writes the date it can be the short date and the L.O. does not have to be underlined.
- All maths work should be completed in pencil.
- Pens can be used from Year 3 onwards depending on presentation. All children must use pens with joined handwriting from Year 4 onwards
- No felt tips should be used in books
- Worksheets should be kept to a minimum; paper should be trimmed to fit the page without any over hangs- all logos should be removed on worksheets
- Marking should always be in a black pen.

Verbal Feedback :

Where verbal feedback has been given, a brief statement indicating the focus of the feedback may be included if appropriate. V

Peer and Self-Assessment

Where appropriate, learners may peer or self-assess against given criteria.

Extended Writing

All pieces of extended or published writing should have a more detailed mark. Generally children will be given success criteria. On assessed pieces of work, the children will not be given any guidance on how to improve their work. This work would also be marked using both the subject and extended writing criteria. Areas identified through detailed marking should feed back into planning. Guided sessions could be used to address any areas identified for further development. Detailed marking may be a reminder prompt, an example prompt or a scaffold prompt. Children are encouraged to correct their own spellings

Cross Curricular Writing

The content of this writing is marked against the subject specific criteria, that is, the learning objective taught in the History / Science / Geography / R.E. lesson. On occasions it could be also be marked using both the subject and extended writing criteria if it is an extended piece of writing.

Maths

As with English all work will be marked in a positive manner with stickers, ticks and or stars. Any incorrect calculations will be marked with 'CC' and time is given to allow the children to make improvements during the next lesson

Pupil response may require pupils to:

- Correct errors
- Improve specific aspects of their work which have been specifically identified by the teacher
- Add to their original work or use different strategies

They are agreed variations in marking between Key Stage One and Key Stage 2-see marking symbols

Monitoring and Evaluation

Phase leaders consistently evaluate marking in their key stage and marking is monitored during fortnightly book looks with senior leaders.

In Topic books, each subject will be underlined in a particular colour:

Geography – Green

History --- Red

Science -- Orange

Art ---- Black

St Aloysius child --- Royal Blue

International ---- Gold

Music ----- Purple

Silver ----- PE

Marking Code



Excellent work- stickers/stars used regularly.
Positive comment relating to the objective



Advice/ challenge or next step

V

Verbal feedback given



Good word/phrase/sentence / Good point made

CC

Check and Correct

TA

Work supported by teaching assistant

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New paragraph

Word spelt wrong (3 words per piece of work) KS1 teachers to pick out 3 key words that should be spelt correctly- children write out 3 times correctly.

KS2 wiggly line under misspelt words and children to write out words Correctly using a dictionary if possible- except for in an assessed piece of work



Punctuation missing or sentence not grammatically correct. In KS1 teachers will model orally the correct grammar

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Word Missing