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# St. Mary's CE Academy

'Excellence through faith & learning'



# Marking & Feedback Policy

*"I have come that they may have life,  
and have it to the full."*

**John 10:10**

**Reviewed: Spring 2022  
Approved by Governors: Spring 2022  
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# Marking & Feedback Policy



## **Introduction:**

At St Mary's Church of England Academy, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. As such, this means that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. This policy & the practice that it reflects, ensures consistency across the whole of the school.

## **Principles:**

- Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.
- Whenever appropriate or possible, teachers should provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent.
- The emphasis in marking should be on a child's progress and achievement.
- Teachers should look for strengths before identifying weaknesses.
- Marking should be linked to learning targets and non-negotiables.
- Teachers should look for opportunities to provide positive public feedback concerning a child's work, e.g. *Child of the Day awards*, *Star Pupil weekly awards*.
- Marking standards and procedures should be consistent throughout the Key Stages & the whole school.
- Children should understand the marking criteria.
- Marking sheets can be used by teachers which give success criteria to mark against as well as set targets for improvements.
- Self & Peer Assessment sheets can be used by pupils to self assess against using pre-set Success criteria.
- Marks should be used to inform teachers' judgements concerning children's progress and to inform records and reports.

## **Guidelines:**

The following procedures for correcting children's work should be implemented by all staff:

- Children's work should be corrected as soon as possible after completion.
- Work should be corrected according to the curriculum focus i.e. in science, correct the science, not the English content.
- Correct work should be marked with a tick and a positive comment.
- Stickers & stamps are to be used in order to give visual positive feedback.
- Incorrect work should be marked with a cross and a brief written explanation.
- Where there are incorrect spellings, the teacher should make a professional judgement and underline words. They should write 'Sp' in the margin and include the correct spelling at the end of the text. The pupil should write the word out 5 times.
- When marking writing, punctuation should be corrected and inserted where omitted.
- When correcting maths work, wrong answers should be marked with a cross and corrections should be written separately.
- If a child realises they have made a mistake, they should use a bracket around the mistake followed by a cross.
- Children are to work in pencil in Numeracy.
- Staff are to mark in green pen.
- Cursive handwriting is to be used by teachers for any comments.
- All children must be given time to self-evaluate their work using a traffic light against the Learning Objective.
- Learnometers should be used to self-assess learning whenever possible & these scores or copied Learnometer sheets can be recorded in books to show that learning has progressed.
- Children are to be encouraged to reflect upon their work & marking comments & given adequate time to do this. Responses by the children on marking comments need to be encouraged; indeed evidence of this will be looked for as part of work scrutiny monitoring.





### **Monitoring and Evaluation:**

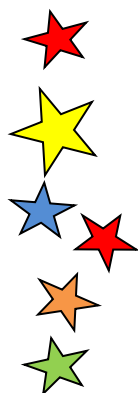
Work will be monitored by the Executive Head teacher, Head of School and / or subject leaders at different times in order to ensure that the marking policy is being followed. The desired outcomes for this policy are greater clarity amongst children and parents concerning achievement and progress and a whole school approach and consistency in marking.

**The following are for use by teachers as resources**

# Marking Key



	<p>Your work is <u>excellent</u> and shows that you've <u>really understood</u> it! You are a star!</p>
	<p>Your work is <u>good</u> and shows that you've <u>understood</u> it! Well done!</p>
	<p>You've <u>almost got it</u> but you found some of it <u>difficult</u>. Keep trying!</p>
	<p>Whoops! You <u>didn't understand</u> this work and you need to keep trying hard!</p>





# Teacher & Pupil Correction in Literacy books

**Corrections by teacher to be done in green.**

**Children to use blue pen for editing plus self & peer-assessment**

<b>Sp</b>	<b><i>Spelling Error</i></b>	Underline incorrect word with a wiggly line. Written correctly underneath work to copy out five times or child to look up in a dictionary.
<b>Gr</b>	<b><i>Grammar Error</i></b>	Underline incorrect grammar with a single line.
<b>○</b>	<b><i>Punctuation Missed</i></b>	Circle the omission of a punctuation mark or capital letter.
<b>^</b>	<b><i>Missed Word</i></b>	Used to show where a word has been missed
<b>//</b>	<b><i>New Paragraph</i></b>	Used to show where a new paragraph is needed.
<b>→</b>	<b><i>Target Arrow</i></b>	Used to show that this feedback is a target & needs to be written in your 'My English Goals Book / Card'.
<b>VB</b>	<b><i>Verbal Feedback</i></b>	Verbal Feedback given to child.
<b>SW</b>	<b><i>Supported Work</i></b>	This work has been completed by the child, but with the support of an adult (KS1).
<b>IW</b>	<b><i>Individual Work</i></b>	This work has been completed by the child without the support of an adult (KS1).

## **Presentation in Books:**

- Numerical / full date on the right hand side top line.
- Miss one line.
- LI / LO / WALT LO on the left hand side of the next line.
- Y3-6: Rule off bottom four lines to allow spelling practice. Y2 Spelling corrections in margin.
- When a piece of work is finished / been marked & ready to start a new piece: if there are 8 lines or more left on the page, children should rule off and work underneath. If there are less than 8 lines, children should start on a new page.
- Work used for assessment purposes should be annotated as shown: D if they have had the chance to draft and improve, I for independent, P for work done in a pair, TA for assisted.



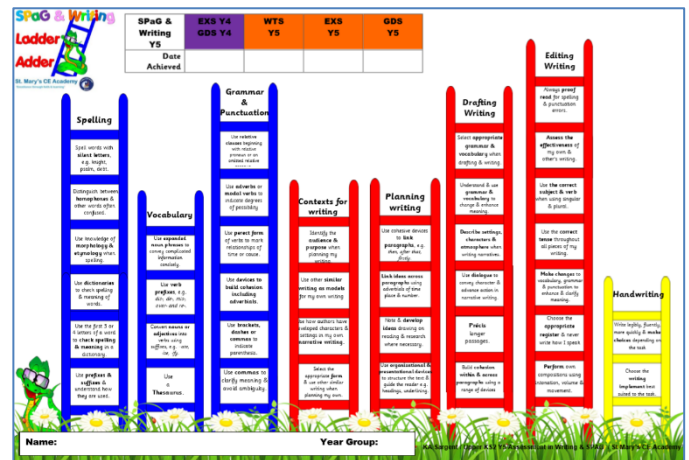
# Learning Ladder Adders



Level	Standard	Curriculum Year
GDS Y6	Greater Depth than the Standard	Curriculum Year 6
EXS Y6	Expected Standard	
WTS Y6	Working towards the Standard	
GDS Y5	Greater Depth than the Standard	Curriculum Year 5
EXS Y5	Expected Standard	
WTS Y5	Working towards the Standard	
GDS Y4	Greater Depth than the Standard	Curriculum Year 4
EXS Y4	Expected Standard	
WTS Y4	Working towards the Standard	
GDS Y3	Greater Depth than the Standard	Curriculum Year 3
EXS Y3	Expected Standard	
WTS Y3	Working towards the Standard	
GDS Y2	Greater Depth than the Standard	Curriculum Year 2
EXS Y2	Expected Standard	
WTS Y2	Working towards the Standard	
GDS Y1	Greater Depth than the Standard	Curriculum Year 1
EXS Y1	Expected Standard	
WTS Y1	Working towards the Standard	
Sec 40-60	Exceeding ELGS	40-60 Months P6
Dev 40-60	Expected ELGS	
Ent 40-60	Emerging ELGS	
Sec 30-50	Secure	30-50 Months P7
Dev 30-50	Developing	
Ent 30-50	Entering	
Sec 22-36	Secure	22-36 Months P6
Dev 22-36	Developing	
Ent 22-36	Entering	
	Secure	16-26 Months P4-P5
	Developing	
	Entering	
	Secure	8-20 Months P3
	Developing	
	Entering	
	Secure	0-11 Months P1-P2
	Developing	
	Entering	

Key: On Entry, Autumn End, Spring End, Summer End, History

- All resources are saved on **the Shared Drive in the Assessment from 2019 folder**. This includes the 'Rising Stars Progression Frameworks' which are excellent & for all subjects & not just Maths & English.
- Teachers need to spend time explaining to children how Learning Ladders work. They work on the premise that children progress & move up the ladder on their learning journey.
- Learning Ladder pages (containing ladders & objectives) need to be stuck inside the front covers of Maths & English books. The objectives are taken from the **Rising Stars** Progression Frameworks & based on the National Curriculum. These are the same objectives that children will be tested on on a termly basis.
- Children can self-assess using colouring in of the boxes when they feel that they have met that objective. Time should be given for children to reflect & respond on the Learning Ladders as well as their targets in order to fully develop our Learning Culture.
- Teachers can initial the box or tick three times when they think the particular statement has been attained. The ladders also help teachers in terms of the coverage of objectives.



**Spelling**

- Use words with shape letters (e.g. right, quick, stop)
- Use knowledge of morphology & spelling rules (e.g. -ing, -ed, -s)
- Use dictionaries to check spelling & meaning of words
- Use the first 10 letters (A-Z) to check spelling & meaning of words
- Use prefixes & suffixes to check spelling & meaning of words

**Vocabulary**

- Use words with shape letters (e.g. right, quick, stop)
- Use knowledge of morphology & spelling rules (e.g. -ing, -ed, -s)
- Use dictionaries to check spelling & meaning of words
- Use the first 10 letters (A-Z) to check spelling & meaning of words
- Use prefixes & suffixes to check spelling & meaning of words

**Grammar & Punctuation**

- Use words with shape letters (e.g. right, quick, stop)
- Use knowledge of morphology & spelling rules (e.g. -ing, -ed, -s)
- Use dictionaries to check spelling & meaning of words
- Use the first 10 letters (A-Z) to check spelling & meaning of words
- Use prefixes & suffixes to check spelling & meaning of words

**Contexts for writing**

- Use words with shape letters (e.g. right, quick, stop)
- Use knowledge of morphology & spelling rules (e.g. -ing, -ed, -s)
- Use dictionaries to check spelling & meaning of words
- Use the first 10 letters (A-Z) to check spelling & meaning of words
- Use prefixes & suffixes to check spelling & meaning of words

**Planning writing**

- Use words with shape letters (e.g. right, quick, stop)
- Use knowledge of morphology & spelling rules (e.g. -ing, -ed, -s)
- Use dictionaries to check spelling & meaning of words
- Use the first 10 letters (A-Z) to check spelling & meaning of words
- Use prefixes & suffixes to check spelling & meaning of words

**Drafting Writing**

- Use words with shape letters (e.g. right, quick, stop)
- Use knowledge of morphology & spelling rules (e.g. -ing, -ed, -s)
- Use dictionaries to check spelling & meaning of words
- Use the first 10 letters (A-Z) to check spelling & meaning of words
- Use prefixes & suffixes to check spelling & meaning of words

**Editing Writing**

- Use words with shape letters (e.g. right, quick, stop)
- Use knowledge of morphology & spelling rules (e.g. -ing, -ed, -s)
- Use dictionaries to check spelling & meaning of words
- Use the first 10 letters (A-Z) to check spelling & meaning of words
- Use prefixes & suffixes to check spelling & meaning of words

**Handwriting**

- Use words with shape letters (e.g. right, quick, stop)
- Use knowledge of morphology & spelling rules (e.g. -ing, -ed, -s)
- Use dictionaries to check spelling & meaning of words
- Use the first 10 letters (A-Z) to check spelling & meaning of words
- Use prefixes & suffixes to check spelling & meaning of words

Name: \_\_\_\_\_ Year Group: \_\_\_\_\_

- The PKF, WTS, EXS, GDS boxes (top of pages) need to be filled in by the teacher when children have reached these points & at least once per term.
- PLEASE USE THESE TO THEIR FULL PURPOSE & KEEP THEM UP TO DATE! This will form part of the judgement in any work scrutiny that takes place



# Assessment for Learning (AfL) & Marking

AfL & Marking feed into the 'Learning Culture' that we are trying to create! Children will be facilitated in their learning by us rather than having it done to them. Over time, this creates less work for you as the teacher, because children manage their own learning!

Documents saved on Shared Drive in 'Assessment from 2019' → AfL.

Please save to your own documents & then edit so that the resources here stay as they are originally. Please then save your edited versions under carefully labelled year group headings so that it becomes a bank for others to use.

## A few principles:

- Remember, Maths & English books need Learning Ladders stuck in the front + either English target booklets stuck in the back or target cards attached with a treasury tag. Maths targets are set at the beginning of a block / unit of work & stuck in books by children along with pre-learning tasks.
- Marking is absolutely crucial to learning! How much you value children & their learning can be seen through your books. If children feel valued, they will respond – just like us! Remember that marking is your personal dialogue with the child – your *love letter to show you care!*
- Be positive!! **Stickers, stamps, praise** should be oozing! Children should be excited to get their books back!
- Remember that the **Learning Intention / Learning Objective / WALTs** / must be absolutely succinct & child friendly! It's for them & not for you – your LOs go on your planning, etc. Use the set format for our school.
- The **Marking Key Poster** – symbols allow you to mark against the Learning Intention / Learning Objective / WALT. A child can see instantly if they think that they have got it.
- **Learning Indicator Meter** – this sheet can be placed inside a plastic wallet so that children can write on it in a whiteboard pen & 'show' the teacher what their scores are. Children self-assess at the beginning of a new LO / unit of work with a learning score from 1-10 & then at the end. The difference between the two then gives a final learning score & shows the progress that the child feels that they have made. This can be



recorded before it is rubbed off, so at the start of a lesson the score may be 2 & by the end: 2→9. The children can then write a comment as to how they feel about the learning that they have achieved & so create more dialogue about learning.

- **Learning Ladders** need to be stuck in the front of English & maths books & then need to be used to add to the reflection element of the lesson & children developing as learners. Give very regular opportunities for children to **reflect on & respond to** your marking (messages back, self evaluation, setting own targets). See it as a dialogue! This is great for the first few minutes of a lesson to settle / get focussed, etc.
- **Passport to Success / Target Conferences** – for Y5 & Y6. Children are grouped according to broad ability & meet with the teacher either as a target group in a lesson or outside of lesson. Targets are set & reviewed for Maths & English using discussion & the format of the booklet. Children enjoy this ‘special time’ with the teacher & want to please as a result. This process emphasises the seriousness of the learning journey, can be used to share with parents & gets children ready for secondary school.
- Insist on the **highest standards of presentation**, handwriting, setting out – these are non-negotiable! Use the new writing scheme to teach handwriting from the start - <https://www.teachhandwriting.co.uk/>
- **Differentiation** should be very clear indeed & 3 ways at the least wherever possible. Where worksheets are used (kept to a minimum in books) these should be labelled according to the group, but tasks should look sufficiently different so that differentiation is very obvious. If it is writing & differentiated by outcome, try to ensure that evidence in terms of differentiated supports can be seen.

### **English:**

- Marking must be more detailed in Literacy & give real feedback so that children can progress.
- Individual targets should be set from marking & can be put in the **My English Goals Booklet / Card (treasury tagged to back of English books or booklets stuck to back cover)**
- Targets & feedback should all be joined up & move children on in their learning.
- Use the **Self & peer Assessment Keys Handout** (adapt & edit for your needs & year group – may need updating to new curriculum) - individual reflection, Peer/Response Partners, teacher Mark sheets.
- Use the **Writing Bookmarks - Non-negotiable sheets** for each year group from Y2. These help you to assess writing as well as children to know what is expected of them in terms of targets.
- Try to vary your feedback in terms of presentation to really grab the attention (**see Two Scores & a Goal / Two Stickers & a Next Step sheets, etc.**) These are just copied onto different coloured paper (if possible) & stuck quickly as a flap in books. It cuts down on your marking as you can just identify 2 good things & one to get right next time. Children like these as they sign to say they will take on your feedback. Not to be used all of the time, but children love variety & surprise.
- Ensure that editing by the child on their own work or peer marking can be clearly seen in books by using a different coloured pen.



### Maths:

- Marking is more difficult in Maths & less easy to set targets – particularly when you're often onto something else!
- Set **Maths targets** using your Learning Objectives for the week / block of work & tied into your **pre-learning tasks**. Children can then self-assess at the beginning to say what they know at that point & then can assess at the end of the week or block of work. This will show that the children have made real progress.

### Other subjects:

- Marking should reflect that subject learning intentions.
- Still insist on the very highest outcomes. Books should be just as good as Literacy books & with excellent writing outcomes.
- Books should be mistaken for English books by the amount of writing & worksheets kept to an absolute minimum!

## Examples of Maths Comments to Move Learning Forward



- ✓ Remember which way round your numbers go.  
✓ (give examples)
- ✓ Don't forget one digit per box.  
✓ (give examples)
- ✓ Look back at the success criteria, number? Can you underline the key words and numbers?
- ✓ What units of measure should your answer be in, circle the one you think: cm mm g kg (etc.)
- ✓ Fantastic! You have followed the success criteria well – now can you do this challenge:  
✓ (write a challenge in their books)
- ✓ You have worked hard to follow the success criteria; do you think you are ready to... (give examples)
- ✓ You have achieved the learning intention; now do you think you can label the success criteria?
- ✓ I'm tickled pink you have followed the success criteria and can now.....
- ✓ Can you work this out? (give an example)
- ✓ Good estimating, you have followed the success criteria perfectly, now think what could be a different way to check your answer?  
✓ (e.g. with a calculator, using the inverse).

# Examples of English Comments to Move Learning Forward



- ✓ Put a connective here. Choose either suddenly, meanwhile...
- ✓ Change this connective. Choose one of the following: at that moment, suddenly...
- ✓ Re-read this sentence. Does it make sense? Should it be ... or ...
- ✓ What piece of punctuation could you use to replace these 'ands'?
- ✓ There is some information missing in this text. What could they use to climb over the tree?
- ✓ You need to link the beginning of the narrative with the end of the narrative. For example...
- ✓ How could you finish this sentence so that it makes sense? Try – Suddenly the heavens opened and raindrops the size of...
- ✓ Try putting a feeling here.
- ✓ What adjective is missing here?
- ✓ You have opened your paragraph with a -ly word followed by an -ing word. Now try using a connective to start the next paragraph. (Give examples)
- ✓ Great - you have used ideas from the learning wall. You have said: 'they were excited' but how do you think they felt when...
- ✓ Try up-levelling the sentence by using an adverb here. Choose from: slowly, extremely...
- ✓ You have used lots of wow words! Now try starting a sentence with an adverb (give examples).
- ✓ A very descriptive opening with lots of adjectives. Now choose 3 better adverbs for how the character moves.
- ✓ When do we use a capital letter? Look back at your work...
- ✓ Check your writing. Should it be... or...
- ✓ You've used the features of the genre. Remember to use paragraphs. Have a go at showing where the paragraphs start and end by using the symbol //
- ✓ 18.. Try improving this sentence. Fill in the missing words - Secondly the --- h--- is ---.