STRATFORD ST MARY
PRIMARY SCHOOL

Marking and Feedback Policy

Marking is a part of the formative assessment of children's learning at Stratford St Mary Primary School. We ensure that each child receives clear, positive and appropriate feedback which links directly to the learning intention of a task and provides part of a record of learning. It will be both oral and written and reflect the aims and ethos of the school.

Marking will track progress diagnostically, inform the pupils of their successes, identify next steps for learning and provide information that will enable learners to monitor progress against standards and personal targets. We see the marking as a method of guidance and targeting further teaching and learning points.

Aims for effective marking

When marking and giving feedback, these principles should be remembered:

- The teacher will talk to pupils about their work where appropriate.
- It should be positive and constructive and should include next steps that are appropriate for the individual.
- Success criteria will be shared with the children before the lesson begins and pupils will be informed of the success criteria against which marking will be based.
- Marking should be up-to-date and undertaken as soon after the work is complete as is practical. Where possible the pupil should be involved in marking but pupils will always be involved in feedback.
- Marking can be done during a lesson by the teacher or Teaching assistant.
- Pupils will be given the opportunity to respond to marking during the lesson or at the beginning of the subsequent lesson.
- Pupils will be given the time to repeat a task taking into account feedback given and where necessary the task will be adapted to enable pupils to succeed.
- Pupils will be asked to self-evaluate where appropriate to judge whether they have met the success criteria.
- Pupil will use peer assessment to help evaluate their own work where appropriate.
- Teachers/TAs comments must be legibly written and be clear in meaning.

Comments on the children's work will:

1. Explain what a child did well and recognize achievement (positive comment written in green pen).

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2. Indicate next steps to learning (written in pink pen).

3. Show corrections to basic literacy skills if appropriate.

4. Relate to Success Criteria with a tick or smiley face.

5. Provide information to enable learners to monitor progress against standards and personal targets.

Expectations

Time needs to be regularly built into lesson time for the children to reflect on marking and their response to it. This response may be with the whole class, group(s) or an individual. It may be oral, written or a combination of both according to need. Mini plenaries throughout the lesson should inform the marking process.

All homework (if applicable) is to be marked, using the same protocol that the teacher would use in a lesson. Homework will be marked promptly and time will be built into a follow up lesson to review it and link it into the next step in learning.

Marking Methods

Staff will use green pen for positive feedback and pink pen for next steps where possible.

The agreed coding system for marking children's writing is as follows:

sp	spelling error (written above mis-spelling or the word underlined). The correct spelling will be written in the margin or above the spelling error. Some will be written at the end of the piece for the children to practice.
//	new paragraph needed (in prose), new line needed (in poetry)
circle	circle and insert correct grammar
circle	circle and insert correct punctuation
.	to indicate answer is incorrect and needs correcting
Pink	Will indicate next steps

KS1 Codes

The agreed coding system is in place:

(.)	Use full stops correctly in their writing

(_ _)	Use finger spaces correctly
(ABC)	Use capital letters at the beginning of a sentence
(_+_)	Use connectives in their writing

Whole school Codes

The following codes will also be used across the school:

TA / T / HLTA	Adult assisted work
I	Independent work
VF	Verbal feedback given at the time the work was marked with a brief few words to explain what was discussed, eg. Use of full stops.

Presentation Guidelines

- All work should be dated (written on top line on left hand side against the margin, written in words in literacy books and numerically in maths books) and underlined with a ruler.
- Children should miss a line and write the Learning Objective / title (if appropriate)
- The Success Criteria should be stuck in pupils' books before they begin to write.
- Stickers, smiley faces etc. should be used where appropriate
- Pupils will indicate NS in margin to show where the next steps have been achieved.

Work to be used for display purposes may not show signs of marking but a copy of this work, fully marked, will be in their exercise books.