



St Agatha's Catholic Primary School

St Agatha's Drive Kingston
upon Thames Surrey
KT2 5TY

020 8546 3879

020 8974 6978

office@stagathas.school

www.stagathas.school

Marking and Feedback Policy

Name of Policy Author: Elizabeth Cahill

Date: December 2022

Date of Review: September 2024 Review

Requirements: Statutory Policy?

To be Completed for Policies that Governors Need to Sign off

Governor Committee:

Signature:



MISSION STATEMENT

The life of St Agatha's School is centred on our Catholic faith, in which we proclaim the Gospel values such as love, peace and justice which influence all our activities and relationships.

We value and encourage the uniqueness of each child and recognise that everyone has a positive contribution to make to the life of the school community.

We value worshipping and celebrating together, sharing our Christian witness and building upon the foundations already established at home where parents are the first educators of their children.

We aim to;

- encourage the spiritual development and prayer life of each child and help them to develop their relationship with God
- offer a place where differences and problems are talked through and prayed through together and where success is shared and celebrated
- provide a secure and happy environment where quality teaching and learning can take place
- deliver a curriculum that meets the intellectual, physical and creative needs of each child as well as delivering spiritual, emotional and pastoral care
- foster respect for, and recognise the rights of, others regardless of gender, race or ability and to offer equal opportunities to all
- value the contribution of home, school, parish, community and diocese in our daily lives

*WHAT WE ARE IS GOD'S GIFT TO US WHAT
WE BECOME IS OUR GIFT TO GO*

INTRODUCTION

The effect of marking on attainment: Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

THE PURPOSE OF THE POLICY

The purpose of this policy is to make explicit how the teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. This enables children to become reflective learners and understand their next step in learning.

THE PRINCIPLES THAT GUIDE THE SCHOOL'S APPROACH TO MARKING AND FEEDBACK

Marking and feedback should:

- Be manageable for the teaching team and accessible to the children.
- Relate to the learning intention and steps to success across the curriculum.
- Should recognise what the child has achieved well to make clear that this is an area for the child to maintain.
- Give recognition for effort and/or achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning.
- Use consistent codes from year EYFS - 6, these are introduced as appropriate and build up through the year groups as the skills included in tasks increase.
- Be seen by children as a help to improve their learning.

THE METHODOLOGY OF MARKING CHILDREN'S WORK

Where possible work should be marked before the next lesson in a pen colour of the teacher's choice (different from the child's work).

Children must be given time to read and act upon the teacher's comments before beginning the next piece of work when it is appropriate i.e. when detailed marked.

In Maths, quality marking will relate to problem solving activities. There could also be occasions when detailed marking is necessary for e.g. a skills lesson.

In RE and English, the marking will relate to the main learning intention of the subject.

Mark schemes, including marking codes, have been included in this policy as appendices and a copy must be stuck in each child's books (front or back).

All marking must be marked to the learning intention and next steps shared with the children.

Verbal Feedback (VF)

It is important for children to have verbal feedback from their teacher when in a guided session or as appropriate. This dialogue should focus upon successes, areas for development and to set next steps for future learning. This is often the only feedback in P.E., Computing, MFL and music lessons.

Marking and feedback in RE

RE must be treated as a core subject and so marking will be both written and verbal (as for English).

Closed feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

Formative feedback / marking

Not all pieces of work will be detailed marked. Teachers need to decide whether work will simply be acknowledged (in line with marking codes) or given detailed attention. Acknowledgement should always relate to the learning intention (LI) or steps to success (STS).

Marking and feedback given by members of the teaching team other than teachers

Where a member of the teaching team, other than the class teacher, has been involved in the child's learning, the work should be initialed and commented on, or coded, where appropriate. The teacher however must look and assess if it should be detailed marked.

Support

Level of support should be shown using consistent codes eg. CS- constant support, IS – initial support, SS- some support, I- independent. Where support has been given, a brief note should be added to explain why the support was needed. This then allows the teacher to still mark against the learning intention but to be aware that a child may only have been able to achieve the LI because of the support given.

Vocabulary:

Where subject specific vocabulary is written, this should be correctly spelt. Where age appropriate, spelling errors should be rewritten - Code (Sp) in margin, or underlined with or ---, this will form a part of guided reading activities.

Detailed Marking

Teachers plan opportunities for work in RE, Maths and English to be detailed marked. When detailed-marking teachers should:

1. Indicate examples of where the child has met the learning intention, or steps to success, and indicate clearly a next step focused comment linked to this, which will help the child improve their future learning.
2. Spelling, punctuation and grammar should be corrected where appropriate and children given an opportunity to correct and improve either during a subsequent lesson or as a guided reading activity.
3. Symbols are used as shorthand when marking. Children need to be clear about what the symbols represent. They are in the appendix and must be displayed in the classroom and also stuck into front or back of children's books.

The children should have a comment or question which will extend their thinking or be indicated on the steps to success- this is age appropriate and could be verbal commenting or questioning.

Marking and Feedback in the Early Years Foundation Stage

In the Early Years Foundation Stage, marking and feedback strategies include:

Verbal Praise

Stickers and stamps

Written annotations, short and narrative observations (written)

Annotation of work and photographs by staff

Verbal dialogue with children about their play, work or special books

Children's response to the comments

Self-Marking and evaluation

Children should be given the opportunity, at an appropriate time e.g. the start of a lesson, to read and consider and then act upon and respond to written detailed feedback the teacher has provided with a purple polishing pen. If the feedback is coded then children are expected to check the marking against the learning intention and the next steps and reflect on their learning.

Children are expected to ask for clarification if they do not understand a comment and should be clear about what they need to do in their next piece of work, feed forward, as a result of the feedback they have received.

All children should be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for improvement points. This may be referred to as "Two Stars and a Next Step". Improving a piece of work by responding to 'next step' marking is valuable in both KS1 and KS2 with all children given opportunities to edit, improve, and redraft pieces of writing with increasing independence. Children will use a 'Purple Polishing Pen' to show any editing or improvements following feedback.

Children should be given the opportunity to evaluate the work of their peers, when appropriate, and provide suggestions for improvement. This could be written on a post it note, not on the work, and should include their name.

Monitoring and evaluating this policy

On a termly basis, or more frequently depending on the school priority, children's workbooks will be monitored by the SLT group, phase leaders and subject leaders, with written and/or verbal feedback given to individual members of staff.

Subject leaders will monitor subject specific marking as part of their monitoring role.






Where appropriate, those monitoring will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

REWARD SYSTEMS


Rewards must be used for good effort, not only attainment. We use a range of rewards such as specific praise, stickers, stamps, stars, smiley faces, house points, Head Teacher's Awards and Celebration of Learning Assemblies (COLAs).

MARKING SCHEME

REC and KS1


MARK	MEANING
L.I	Learning Intention
STS	Steps to Success
Range of stamps to show what they have done well and what they need to do to improve. (Summer term Reception)	e.gs. Capital letters Full stops Finger spaces Punctuation Connectives
	What they have done well
LI ✓✓	Learning intention achieved
LI ✓	Nearly there
LI.	LI not achieved
VF	Verbal Feedback
IS	Initial support
SS	Some support
CS	Constant support
Maths NL HS O N	Number line Hundred square Objects Numicon
	Spelling error to be corrected and copied up to 3 times as an activity during guided reading.
	Handwriting error
	Messy
	Next Steps

KS2 Maths

Mark	Meaning
L.I	Learning Intention
LI ✓✓	Learning intention achieved
LI ✓	Nearly there
LI.	LI not achieved
VF	Verbal Feedback
PI	Peer Improved
SA	Self- Assessment
STS	Steps to Success
	Next Steps
R	Resources, e.g. number square, counters, numicon
IS	Initial support
SS	Some support
CS	Constant support
NF	Number formation error
WWMT	Work with me tomorrow
INT	Out at Intervention Group

KS2

All subjects (except Maths)

Mark	Meaning
L.I	Learning Intention
STS	Steps to Success
	Next Steps
//	New paragraph
VF	Verbal Feedback
PI	Peer improved
E	Edit
C	Capital Letter
O O in the margin and arrow to indicate omission	Omitted Letter or Word
P	Incorrect Punctuation
S S in the margin and underline the incorrect spelling	Spelling
H	Handwriting error
RD	Re-Draft []
IS	Initial Support
SS	Some Support
CS	Constant Support
I	Independent
WWMT	Work with me tomorrow
INT	Out at Intervention Group