



ST. EDMUND'S CATHOLIC PRIMARY SCHOOL
"Together we learn and grow through worship and celebration"

Marking at St Edmund's

Committee responsible for policy	Curriculum and Achievement
Coordinator	Brenda Green
Statutory/Non-statutory	Non STATUTORY
Frequency of Review	Free to determine – every 3 years or earlier if required
Date of last review	September 2017
Approved by Staff/ SLT/Committee/FGB	
Date of next review	September 2018 to review practice
Purpose of policy	To ensure staff know and understand marking requirements
Consultation	Staff
Links to other policies	All other subject policies Assessment, Planning, Teaching and Learning

Marking and Feedback to pupils – see separate marking policy.

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

Feedback to given to children in either verbal or written form depending on their age and relevance to the task.

Written feedback is based on how well the child has met the learning objective for a given lesson. Where appropriate, an evaluative comment is written which identifies what the child needs to do next in order to improve future work. Time is regularly given for children to absorb any comments written on their work.

Regular opportunities for peer and self-assessment are incorporated into planning to allow children to identify and understand their own strengths and areas for development.

- All work should start with a clearly identifiable title and the day's date.
- Title and date should be underlined in pencil in KS2. (KS1 short date in Spring, title in Summer.)

PA	Peer Assessed
SA	Self Assessed
sp and spx3	Correcting spellings
C hw and hw2	correcting handwriting errors
∧	Word missing
//	New paragraph/new speaker
?	Does this make sense?
VF	Verbal feedback
WS	with support
→	child uses to show correction in Maths
S	Supply taught work

KS1 additional marking symbols

	Finger spaces
ABC	Capital letters
.	Full Stop
?	Question Mark
!	Exclamation Mark
ph	Phonics
Sp	Spelling
	Conjunctions
	Check your work
HW	Handwriting
_____	Write on a line
HFW	High frequency words

Maths

- Use jotters for practice, revision and rehearsal of skills. These can be self, peer or teacher marked where appropriate. Maths big books should be considered a portfolio of evidence to show the range of skills each child is able to perform independently and should be more thoroughly marked.
- Trial 1st November to year end 2016. If there are corrections to be made, please indicate with a green highlighter. If something is missing children can correct over the green highlighter, otherwise children should use a small arrow to show where corrections have been made.
- Children should try to complete corrections unless there are many, in which case there should be evidence that the teacher/TA has followed it up with the child.
- For more able children there should be some evidence of challenge, e.g. an extension/challenge. In response to marking, pose differentiated questions weekly for children to respond to in their books and evaluate with self-assessment. KS1 will make use of My Wish stamps and move to use of Speech bubbles in Summer Y2. Speech bubbles are appropriate from Summer Y2 to Summer Y4. Ensure Mastery challenges for more able.
- For any verbal feedback write VF.
- Year 6 have been trialling a traffic light system as part of end of lesson self-assessment and will report back at the end of Autumn term 2016.

Writing

- Writing tasks should have detailed marking using the yellow and green highlighting system after every piece of extended writing. (Similar to two stars and a wish.)
- Highlight yellow for something good within the child's work that relates to success criteria or a child's personal target. Aim for 2 positive things to compliment child on.
- Highlight in green any part that needs improving or correcting – pupils can respond to this or ensure they incorporate it into the next piece of writing in Y5 and Y6. Model an example of how to do something in your marking if you think the child may need guidance, for example, write a persuasive phrase or a compound sentence using one of the child's sentences. A post-it note may be easier if children are at the editing phase.
- Use of the speech bubble, and responding to it, seems to fit best in Summer term Y2 to end of Summer term Y4.
- The success criteria and marking on extended tasks should relate to the National Curriculum 2014.
- If a child has help please indicate with WS.
- Spelling during writing tasks – children will trial 1st November to end December 2016, spelling words during the writing process as best as they can. They should underline with a ruler and pencil any word that needs correcting during the editing process.
- Spelling corrections – correct the most common from the age related spelling year group list words that the children should know.
Select, as appropriate, spellings for a child to write out.
spx3 'because' - write on its own line under marking in KS1 and LKS2. Upper KS2 children write out spelling corrections in the margin x3.
Spelling corrections should not be inside a speech bubble.

- If there is a major handwriting formation issue, please model that letter or word for the child to write out twice - hwx2 *t*. Write on its own line under marking in KS1 and LKS2. Upper KS2 children write out handwriting corrections in the margin x3.
- Handwriting, comprehension, SPAG should be in jotters, English folders or SPAG book. The writing book is a portfolio of children's writing. KS2 will aim for consistency across the year group. KS1 have agreed they will incorporate all their work in an English book.
- In their planning, teachers **must incorporate time** for each of the writing processes, i.e. children discuss, plan, write, proof-read, edit, assess and review their writing.

Religious Education

- Marking should identify what the children do well in relation to the RE learning objective.
- If the children have not met the success criteria, marking should show them how to achieve it next time, indicating how they might move forward in their thinking and understanding.
- Questions should be used, on appropriate pieces of work, to help children reach higher levels and deepen their religious understanding.
- Questions can also be used to ensure AT2 content is covered/included.
- Religious vocabulary should be corrected if spelt incorrectly.