



## St Thomas' CE Marking Policy Marking focus and use of symbols

### Early Years Foundation Stage

For Guided Writing from Spring 1, children will think about their own learning.



Marking is completed with each child whenever possible although most assessment should be done by direct observation of the individual child.

VF Verbal Feedback

I Independent work

→ Next steps

**Highlight the WALT**, in green, on the WALT sticker if the WALT has been achieved.

### Key Stage One

Children are encouraged to think about their own learning and to consider ways to improve their own work using the following symbols and should be used every lesson.



These should be visible in each room and used as a tool for the teacher and child to reflect on the learning that has taken place.

Children should also be encouraged to respond to questions in the marking posed by the marker and to share their thoughts about their work. In addition, children should be given time e.g., a few minutes, each day to reflect on their work and then to consider their next steps in conjunction with any targets or dialogue with the Class Teacher.

VF Verbal Feedback

CF Whole Class Feedback has been given (recording sheet used)

I Independent work

TA With teaching assistant support

T With teacher support

- ✓ Correct Answer
- Incorrect Answer
- Next steps
- C Collaborative work

**Highlight the WALT**, in green, on the WALT sticker if the WALT has been achieved

**“Polishing” work (Pinking and Greening)**- Pink to make you think and green for go- using a highlighter pen to analyse and correct work, completed by self, teacher or peer. This is introduced from Year 1.

Year 2 work is marked against the Learning Intention. Spelling corrections should be no more than three on any piece of writing. Incorrect spellings should be underlined with the correct version written in the margin by the marker. Correct spellings using ‘Read, Cover Write, Check’ strategy are then to be written by the child underneath the work.

### Key Stage Two

Children are encouraged to assess their own performance at the end of every lesson, next to the WALT, and should also be encouraged to respond to questions in the marking posed by the marker and to share their thoughts about their work. In addition, children should be given time e.g., a few minutes, each day to reflect on their work and then to consider their next steps in conjunction with any targets or dialogue with the Class Teacher.



1:1 or S Markers should indicate where work has been closely supported by another adult.

VF=> \_\_\_\_\_ Verbal Feedback stating reason (minimal wording) e.g. presentation

CF Whole Class Feedback has been given (recording sheet used)

I Independent work

TA With teaching assistant support

T With teacher support

✓ Correct Answer

● Incorrect Answer

→ Next steps

C Collaborative work

**PM** Peer marked

UI United Improvements

**Highlight the WALT**, in green, the WALT if the WALT has been achieved

**“Polishing” work (Pinking and Greening)**. Pink to make you think and green for go- using a highlighter pen to analyse and correct work, completed by self, teacher or peer.

Opportunities should be given for children, daily, to evaluate their own and each other’s work- at the start of the day or lesson (Make A Difference or Fix It time). This gives the pupil chance to respond to written comments and make corrections.

KS2 work is marked against the Learning Intention. Spelling corrections should be no more than three on any piece of writing. Incorrect spellings should be underlined with the correct version written in the margin by the marker. Correct spellings using Read, Cover Write, Check strategy are then to be written by the child underneath the work.

### **Guidance for Supply Teachers and Students**

Supply Teachers should follow the guidance above dependent on which age of pupil they are working with and, in addition, should sign the work and indicate it has been marked by a supply or student teacher.

## **Marking and Learning Feedback Policy**

### **Overview**

At St Thomas' CE Primary, we believe that effective marking and evaluation enables our pupils to get the maximum benefit from their work. Regular feedback enables our children to understand their progress and achievement and what they need to do next to improve. The methods used for marking work will be applied consistently throughout the school and they will be linked closely to the policy for Assessment, Recording and Reporting.

### **Objectives**

- To further the teachers' awareness of their learners' current stage of development and identify next steps for progress
- To give learners accurate feedback on their progress and achievement and to develop a culture of challenge
- To promote a positive self-image for learners in accordance with the school aims and through this encourage them to take pride in their work and to promote deeper learning
- To celebrate learners' achievement and progress
- To agree and set challenging targets for improvement
- To standardise the marking procedures used throughout the school
- To enable learners to self-evaluate their work and take responsibility for target setting and improvement
- To provide evidence for assessment, recording and reporting
- To develop resilience in line with our Growth Mindset expectations

### **Strategies**

1. Teachers' comments and the marking of work will provide clear and easily understood feedback and encouragement to learners
2. Oral feedback should be used whenever possible and it should be given as the learner is engaged in the learning process rather than later
3. Feedback and marking will celebrate and reward success and tell pupils what they need to do next to improve
4. Feedback and marking will result in clear targets being agreed for improvement
5. There will, whenever possible, be an opportunity for the child to participate in this process so that there is a shared perspective
6. Teachers will try to give feedback and mark work during lessons when pupils are present
7. Feedback will in the main be verbal rather than written
8. Written comments by teachers should be kept to a minimum but vary according to the piece of work and the stage of learning that the child is at. Marking should aim to prompt reflection
9. Where they are capable learners will be given responsibility for summarising feedback and recording it themselves

10. There will be consistency of approach through verbal and written marking across the school (see separate key for symbols to be used in marking) intended to enable children to understand areas for improvement and to partner in setting their own goals
11. Stickers, stamps and certificates and other tangible rewards should be given to celebrate achievement and progress
12. In the interests of reducing teachers' workload, teachers should fit all marking within the working day (including Planning, Preparation and Assessment time). Teachers are discouraged from taking marking off site

### **Outcomes**

Marking and feedback will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learners' achievement and progress. It will be used to underpin clear and accurate feedback to learners and parents. The marking policy will be reviewed on a regular basis by all staff to ensure that it is effective and workable.

## **Suggested Feedback Prompts**

### **Task Level**

Does this answer meet the success criteria?

Is this right?

Could you say more about this answer?

What are you happy/unhappy about when you consider what you have done?

What other information do you need to meet the criteria?

What is the sticking point in this task/

### **Process Level**

What strategies are you using?

Are there more efficient strategies you could use?

What other questions could you ask about this task?

Do you grasp the concept underpinning this task?

Have you done anything similar to this before?

### **Self-regulation Level**

What would be the best way of checking your work?

How could you reflect on these answers?

What happened when you...?

How can you account for...?

What learning goals have you achieved?

How have your ideas changed?

What aspect of this work can you now show to others?

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**Review history**

**Adopted October 2019**

**Next review October 2023**