



OXTON ST SAVIOUR'S C.E. (AIDED) PRIMARY SCHOOL
EFFECTIVE MARKING AND FEEDBACK POLICY



'Love the lord your God with all your heart, with all your soul, with all your mind and with all your strength'

'Love your neighbour as yourself'

This, the greatest commandment, inspires our community to grow together in Christ our Saviour, to love and serve one another, to reach out in witness to our neighbours, live in peace with one another and promote life in all its fullness.

Vision

Oxton St. Saviour's C.E. (Aided) Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is an important factor in pupil learning, so this policy is crucial for Oxton St. Saviour's C.E. (Aided) Primary School.

At Oxton St. Saviour's C.E. (Aided) Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative on-going assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in cursive handwriting that is legible and a model for the child
- Be frequent and appropriate to celebrate moving children's work forward
- Allow specific time for the children to read, reflect and respond to marking (RAR)
- Relate to the learning intention/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning intention.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

Everyday Marking

- Every piece of work should be marked with a triangle next to the learning intention to indicate working towards (/), mostly achieved (/∧) or fully achieved (Δ)
- All work should be marked by the teacher using green pen, unless the child has a visual impairment – an appropriate colour to be used
- In Key Stages 1 and 2 correct work should be marked with a tick and incorrect work should be marked with an x



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- Pupils will self-mark every piece of work with a face (sad, straight mouth, happy) next to the LI
- Children to write in pencil in maths books and pen in every other book when ready; they should cross out mistakes with a single line with a ruler. They are to use a purple pen when self/peer-marking and to make corrections. Drawings/diagrams to be completed in pencil
- Date (short date in maths and science and long date in every other book) and LI to be underlined with a ruler in KS2 and Year 2 and written on the left
- All lines to be drawn using a ruler from Year 2
- LI to be written in books by KS2 children where appropriate.

Verbal Feedback

VF means that work/next steps have been discussed.

Praise Feedback

Stars, dojos, stickers and merit points should be used to celebrate excellent work or excellent effort.

Peer and Self Marking

From KS2, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair/peer mark work.

Read and Respond (RAR)

Time must be given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further. Children in KS2 should respond to feedback in a purple pen. Purple pen should also be used for the children to correct and self-assess their work. The children's response must be acknowledged appropriately by the teacher.

Spelling

At the end of a piece of writing in English, up to three spellings can be identified by the teacher and written out for the pupil to practise. We do not identify every spelling error as this could be detrimental to their well-being. Appropriate subject specific words should be identified in other subjects. The pupil will be expected to copy the word out three times.



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Appendix 1

/	Next to the Learning Intention	Working towards
^	Next to the Learning Intention	Mostly achieved
△	Next to the Learning Intention	Fully achieved
Happy face	Next to Learning Intention	I fully understand
Straight mouth face	Next to Learning Intention	I need a little more support
Sad face	Next to Learning Intention	I do not understand. I need help.
sp	In the margin	Spelling
. . .	Three dots under the word e.g. deliberate . . .	Child is unsure of spelling
?	In the margin With the word/phrase/sentence underlines with a wiggly line	Does not make sense
P	In the margin With the error circled	Punctuation
//	Where the new paragraph should begin	New paragraph
VF	Where appropriate	Verbal feedback given
RAR	At the end of the piece of work	Read and Respond – activity to extend the learning
TA/T	By the LI or next to the section of work which supported	Support from teacher or teaching assistant