

ST MARGARET'S CE PRIMARY SCHOOL



KS1 AND KS2 MARKING POLICY

APRIL 2019

St Margaret's CE Primary

KS1 and KS2 Marking Policy

Feedback marking aims to support children's learning by recognising and celebrating success and encouraging pupils to extend their learning.

It is recognised that all marking is at the professional judgement of the teacher, within the framework that ALL work is marked in detail or audited. This fulfils a teacher's requirement to give pupils regular positive feedback, both orally and through accurate marking, and encourage pupils to respond to feedback.

The purpose of feedback marking is:

- To inform planning
- To provide information for assessment
- To encourage, motivate and support
- To recognise achievement, presentation and effort
- To show pupils that we value their work
- To promote higher standards

Who marks?

- Teacher/Supply Teacher
- Teaching Assistant
- The child
- Peers

How do we mark?

The teacher will use a range of feedback in their marking of independent learners' work including:

- Self-correcting
- Asking a closed question
- Asking an open question
- Finishing a sentence
- Asking for an explanation
- Encouraging reflection
- Marking within the body of the text

(see appendix for examples)

Adults mark work using a green coloured pen. Any adult other than the teacher (TA, supply teacher) will initial work that they have looked at and marked.

Pupils will mark their work with a colouring pencil for contrast, with reference to a marking grid or success criteria. Editing will be done using purple pens or pencils.

Peers will mark a piece of work with a colouring pencil and include their initials/name on the work.

Acknowledgement Marking

All work in books will be looked at but not all work will be marked in depth and corrected. Some work will simply be 'acknowledged' to show the child it has been looked at. This work may have a tick, a stamp or a smiley face etc. All work will have some form of acknowledgement

English and Maths feedback – verbal

The child/adult will show in their English and Maths book who they discussed their work with:



Work discussed with teacher



Work discussed with TA



Work discussed with supply teacher

If appropriate, the adult will use bullet points with key words which reflect the feedback given. For example,



• Full stops

- In English and Maths (excluding draft books), all work will at least be audited (looked at), indicated by a tick/stamp/sticker.
- In English, a piece of work will be looked at thoroughly and where appropriate, two stars/ticks and a wish will be used for feedback. For longer pieces of work, at least a paragraph will be marked in depth using the school's editing code (see appendix). See 'In-depth marking' below
- Marking opportunities should be agreed at weekly planning meetings.
- In Maths, a piece of work will be thoroughly marked weekly, with comments made showing progress against the learning objective and providing a next step or an example to work on where appropriate which will be personal to the child. See 'In-depth marking' below
- A Steps to Success sticker or similar may be used by the teacher, child or peer as a form of assessment for learning during and/or at the end of a unit of work.
- Where appropriate, marking should be in the body of the text

In-depth Marking

Teachers will agree what work needs to be marked in depth *at the planning stage* in order to focus on the learning outcomes. Both year groups marking will reflect each other.

Faith and Wonder

Teachers will give feedback for each piece of a child's written work by responding to the content in their comments (written or verbal).

Science

Teachers will monitor every piece of each child's work by responding (verbal and/or written) to the learning objective(s) for the session in their feedback.

Topic work

Teachers will use the first sessions in a topic to allow the children to show what they already know and what they would like to find out about. At the end of the topic, pupils will demonstrate their understanding of the topic e.g. by writing down five facts that they have learnt, and teachers will respond to this personal reflection in their feedback.

Home Learning feedback

All work will be audited and, where appropriate, comments made. Stickers and stamps may be used and house points awarded if appropriate.

Children's learning code for English and Maths (written by an adult if appropriate)



I = Independent work



G = Group work



SI = Self-initiated work



P = Paired work



S = Supported work



= I am happy with what I have done



= I feel okay but would like more practise with this




= I feel a bit shaky about this work

Absence

If a child is absent this should be noted by the class teacher and if a worksheet was used that lesson it should be added to the book to show what was missed

Early Years

Adults to make it clear, where most of the work is independent, which elements have been supported.

E.g.  but help given with capital letters

Key Stage One Layout

All work will be dated by the child or adult as appropriate. The objective will be included on the work (I am learning to...)

Key Stage Two Layout

The long date will be written in English and other books

e.g. Wednesday 15th October

The short date will be written in Maths books

e.g. 15.10.19

They will write the learning objective (title) as follows:

e.g. Learning: To divide (as a minimum)

Children's feedback time

Key Stage One/Key Stage Two

- This must be planned into lesson time
- Misconceptions and learning points are addressed during the lesson, in a follow-up lesson, in focus groups or one-to-one
- Children will acknowledge teacher comments

Children's responses to marking

- Children will review their learning and respond to feedback marking, eg. answer a question or work through a given example. From KS2 we expect children respond
 - eg correct spellings etc
 - answer a question
 - initial to show they have read the marking