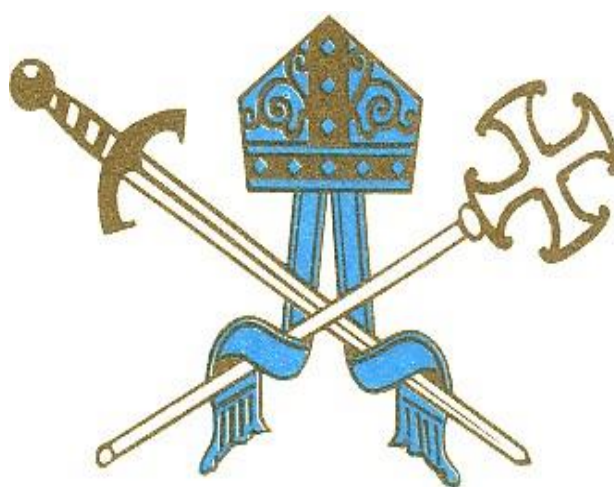


St Thomas of Canterbury
Catholic
Primary School



**Marking, Feedback
and Presentation
Policy
2022-2023**



SCHOOL MISSION STATEMENT



At St Thomas' we are learning to follow Jesus, showing respect and consideration for ourselves and others.

We all have the opportunity to learn and work to the best of our ability in a safe and loving environment.



At St Thomas of Canterbury 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 ongoing assessment.
- Improve standards by encouraging children to work to the best of their ability and improve on their work ensuring we allow adequate time for pupils to proof-read and edit their work.
- Develop children's self-esteem through praise, valuing their achievements to positively affect the child's progress.

Why do we mark children's work?

- To check and assess pupils' responses to learning tasks.
- _To make decisions about what we/they need to do next.
- _To acknowledge and value children's

efforts. Rationale

- We believe that feedback is for our pupils and not for adults.
- We believe that verbal feedback has greater impact than written feedback.
- We believe that a pupil should be clear that they have achieved the learning objective.
- We believe that quality first teaching is paramount to children making good progress.
- We believe that all children should be encouraged to work alone, in pairs or in groups independently of an adult.
- We believe teachers and support staff should work with a guided group in the majority of lessons at St. Thomas'.
- We believe children should regularly review their work as outlined in this policy.

Marking

As a staff we have agreed that all work should be marked effectively according to the following guidelines:

- The symbols contained in our policy are shared with the pupils and their parents. (Appendices 1 and 2) These should be displayed in every classroom.
- All independent extended writing, (including that which is completed in foundation subjects) should identify an area of improvement (EBI). The expectation is that there will be a MINIMUM of one piece of English work per week that is next step marked with an EBI. Foundation subjects such as RE, Science and Humanities etc should also be next step marked as required. It is essential, as professionals, that we are flexible and if we

identify an EBI is required to move learning forward then we should do it, regardless of whether that child has had an EBI that week. All teaching staff mark using green pen.

- Identify incorrect spelling without inhibiting a child's attempt to expand their vocabulary. Look for persistent errors and patterns of errors rather than every error made: be selective and sensitive in marking i.e. not every incorrect spelling will be underlined (generally 3), only words that an individual child should be reasonably expected to know. From year 1 children are expected to write spelling corrections x3.
- House points, Golden Tickets and Merit certificates are awarded for good work. Exceptional pieces of work, reflecting the ability of the child, are given the Headteacher's Star Award.
- Learning objectives/success criteria are related to the work set e.g. science should be marked mainly for the science content, however punctuation, spellings and grammatical errors should be picked up.
- Support staff should also contribute in providing verbal feedback for a supported group or individual in a whole class situation. Where relevant, Support staff should use the symbols in line with our marking policy when working with a group of children. They must communicate any relevant information to the class teacher, at the end of the lesson.
- Where Support staff, including HLTAs, lead a specific lesson; such as RWI or an 'intervention' group (that takes place outside of normal lessons) they should use the symbols in line with our marking policy. Support staff are required to mark using blue pen and to initial the piece of work where support ended.
- Cover Supervisors will stamp work that is completed with them.
- Supply teachers should be referred to a copy of the marking policy, available in all classrooms. They will be expected to mark all work in line with this policy.

Marking for remote learning (including homework)

Staff must provide feedback once a child has submitted their work on the relevant platform. This should be done as soon as possible after the work has

been completed and returned to the child, ideally before the next piece of work is set. If a child has met the learning objective for the piece of work, this should be acknowledged with '**LO achieved/met.**' If a child has not met the learning objective, the comment should reflect what they could have done/ do next to be successful with an 'Even Better If...' (**EBI**)

Effective feedback strategies

1. Verbal feedback

Pupils working in guided groups with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning objectives are addressed and progress against them is made.

2. Success criteria checklists

Success criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Eg

Features of a Descriptive Writing	Me	My Talk Partner	My teacher
Are capital letters used at the start of each sentence and full stops at the end?			
Is there evidence of more sophisticated punctuation e.g. Brackets, dashes, semi colons?			
Is there a range of simple and complex sentences?			
Have powerful adjectives been used for effect?			

3. Peer assessment

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as talk partners and peer assess. Children should be trained to do this and

ground rules set and displayed, (See appendix 4.), such as listening, confidentiality etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. We operate a policy of 'the author holds the pen,' meaning any improvements or corrections suggested by a peer are made by the pupil who 'owns' the work; the author. This should be annotated in a coloured pencil so editing is clear.

Distance marking (Appendix 3)

The distance marking sheet (KS1 and KS2) is used to record pupil outcomes (in core subjects) each day for those pupils who have worked independently of an adult and next steps are planned for subsequent lessons. Information on individual pupils should be shared with support staff prior to the lesson. Children who are identified on the distance marking sheet should have a red stamp in their book. Teachers will then date and initial beside the stamp to indicate this has been addressed. The distance marking sheet will identify the action taken to address the need/challenge.

Presentation

Expectations

- Pupils will write the date as follows:
Y1 - Short date for all work
Y2- The date, month and year for all subjects except Maths will be introduced from the summer term. Maths will be written using the short date.
Key Stage 2 - The day, date, month and year for all subjects except Maths. Maths will be written using the short date. This should be underlined using a ruler and a pencil.
- Children should leave a line between the date and the Learning Objective.
- Children will have the LO (Learning Objective) at the top of their work, which should also be underlined using a ruler (KS2)

- Green stick men should be used to show if a child has been working with the class teacher. Blue Stick men should be used to show the child has been working with support staff. Adults should initial at the bottom of a child's piece of guided work.
- Children should write which challenge they are completing in the margin.
- Children will use a number system to self-assess the extent to which the LO (Learning Objective) has been met. In all curriculum areas, the children will indicate their understanding by writing a number in a circle next to the learning objective. Self-assessment will be indicated as follows:

Number	Explanation
1	I don't feel confident, I need extra help.
2	I'm getting there but need more practise.
3	I feel confident, I can do this.
4	I can apply this skill in my work.

Note: SA 4 is unlikely to be used at the start of the year until knowledge is embedded.

- All children's work must be completed to a high standard.
- There is a graduated approach to handwriting across the school, a joined/cursive style is developed as the children progress through the school.
- Children must always use a sharp pencil.
- In KS2 'Pen Permits' will be awarded when children's handwriting is consistently joined and regular in size, with all ascenders and descenders formed correctly
- However, handwriting must remain neat and joined appropriately to retain the Pen Permit. Once awarded, children should use a black pen provided by the school in all subjects except Maths.
- All drawings and diagrams must be in pencil.
- Colouring pencils and not felt pens should be used in exercise books.

- Children will write one digit per square in maths books.
- Doodling is not acceptable on or in books.



Monitoring

Marking and feedback will be monitored regularly by the SLT and middle leaders, verbal or written feedback will be provided.

Reviewed January 2023

Appendix 1a


EYFS marking symbols

	<p style="text-align: center;"><u>Finger space</u></p> <p style="text-align: center;">Remember to leave a finger space in between each word.</p>
<p style="text-align: center;">a</p> <p style="text-align: center;">Demonstrate the correct formation in a light colour</p>	<p style="text-align: center;"><u>Letter formation</u></p> <p style="text-align: center;">My teacher wants me to write the letter like this across the line.</p>
<p style="text-align: center;">3</p> <p style="text-align: center;">Demonstrate the correct formation in a light colour</p>	<p style="text-align: center;"><u>Number formation</u></p> <p style="text-align: center;">My teacher wants me to write the number like this across the line.</p>
	<p style="text-align: center;">My teacher thinks I've done my best</p>

The majority of the pupils work in EYFS is practical and comes through child initiated play. The child's voice and every adult; including parents and all professionals, contribute to the evidence base in order to gain a cohesive overview. The marking of work is only a small component of the feedback role of EYFS staff. Most of the feedback is given orally; where through carefully planned questioning children are given next steps to move their learning forward.

Appendix 1b

Year 1 Marking Symbols

SYMBOL	MEANING / USE
^	<p><u>Missing word</u></p> <p>Your teacher has added the missing word</p>
<p>_____</p> <p>(wiggly line)</p>	<p><u>Does this make sense?</u></p> <p>Re-read this by yourself or with a talk partner!</p>
sp (in the margin)	<p><u>Spelling mistake</u></p>
sp x 3 (at end of piece of work)	<p>Write the correct spelling three times at the end of your piece of work</p>
<p></p> <p>Circle where the punctuation is inaccurate or add in the missing punctuation.</p>	<p><u>Incorrect punctuation</u></p> <p>Try and use this in your next piece of work.</p>
<p>Single finger symbol (as in RWI)</p> <p>or</p> <p>vertical line</p> <p>Whichever is appropriate for pupils</p>	<p><u>Finger space</u></p> <p>Remember to leave a finger space in between each word.</p>
<p>a x3</p> <p>Demonstrate the correct formation</p>	<p><u>Letter formation</u></p> <p>My teacher wants me to write the letter like this three times</p>
<p>2 x3</p> <p>Demonstrate the correct formation</p>	<p><u>Number formation</u></p> <p>My teacher wants me to write the number like this three times</p>

Appendix 1c

Year 2 and Key Stage 2 Marking Symbols

SYMBOL	MEANING / USE
^	<u>Missing word</u>
*	<u>Add a piece of text.</u> A piece of text should go here.
<u> </u> (wiggly line)	<u>Does this make sense?</u> Re-read and correct your work!
//	<u>New paragraph needed</u> Use a new paragraph
sp (in the margin)	<u>Spelling mistake</u>
sp x 3 (at end of piece of work)	Write the correct spelling three times at the end of your piece of work
sp_ (underline the incorrect spelling)	<u>Spelling mistake</u> Write the correct spelling three times at the end of your piece of work.
○ Circle where the punctuation is inaccurate and/or add in the missing punctuation.	<u>Incorrect punctuation</u> Read and ensure you understand why the punctuation is incorrect and try and use this in your next piece of work.
Single finger symbol (as in RWI) or vertical line Whichever is appropriate for pupils	<u>Finger space</u> Remember to leave a finger space in between each word.

Appendix 2 (Class Poster)

Please contact the school for more information

Appendix 3 (Distance Marking Sheet)

Please contact the school for more information



Our agreement on peer assessment



When we become marking partners we agree to:

- **_Respect our partner's work because they have done their best and their work should be valued.**
- **_Try to see how they have tackled the learning objective/success criteria and only suggest an improvement that relates to it.**
- **Tell our partner the good things we can see in their work.**
- **Listen to the advice of our partner because we are trying to help each other to improve our work.**
- **Look for a way to help our partner achieve the learning objective/success criteria.**
- **Make positive suggestions.**
- **Make clear suggestions.**
- **Be fair to our partner. Do not share their work with anyone else or talk behind their back.**

REMEMBER 'The author holds the pen,' so any improvements or suggestions from a peer are made by the pupil who 'owns' the work.