



## St Mary's C of E Primary School Marking and Feedback Policy – Autumn 2017

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### Introduction

At St Mary's Primary School, we believe that learning should be a rewarding and an enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to make informed choices.

### Presentation

We believe that presentation is an important aspect of this and can encourage children to develop high personal standards.

- Children should learn to present their work well and develop high personal standards.
- They must learn that audiences appreciate clear neat presentations.
- Teachers should set an example in presentation.
- Pupils' confidence, and self-esteem will grow if they present their work neatly, so that they can be proud of the result.
- It is important that there is consistency of messages given to pupils about the standard of their work, and how it is presented and corrected

Teachers will make clear and informed decisions regarding presentation of work depending on the task being undertaken and the ability of the child / children undertaking it.

However, the following comments should be used as general rules:

- Pupils usually work straight into their exercise books and all work is 'neat' work. It is important that as they become more confident children are encouraged to redraft their work, particularly in Literacy, looking at how their work can be improved in both content and presentation.
- Children write in pencil until their teacher decides they are ready to use a pen; dependent on their handwriting style and presentation. Pen is progressively used for writing from year 4, depending on the pupil's ability and inclination. Biro's and felt tips must not be used for writing. Fibre tips are encouraged.
- No writing or drawing should be allowed on the covers of exercise books or homework diaries. Pupils will be asked to cover books if drawn on.
- Illustrations, diagrams and all maths work are undertaken in pencil.
- Pupils learn to date all their written work (when ready) from year 1. The date should be in long hand for literacy but numerical in other subjects. (eg: 19.07.16)
- Dates and titles should always be written on the line. A line should be left after any title written, and the title should be underlined with a ruler, as soon as the skill is learnt.
- Guidelines should be used with plain paper.
- In Maths books one digit should be written in a square.

### Marking

We believe that marking should be consistent and should encourage children to improve by giving praise and clear indications of success and targets.

Ideally marking should be done with the child, however we acknowledge that this is not always possible. Therefore we believe that all staff should attempt to use the same signs and marking notation with pupils, so that they are in no doubt as to a teacher's meaning, and begin to use the same notation when redrafting on their own.



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Teachers will make clear and informed decisions regarding the marking of work depending on the task being undertaken and the ability of the child/children undertaking it.

However, the following comments should be used as general rules:

- Teachers write a positive comment in pink praising what the child has done well against their SC. They write their Next Step in green and, where appropriate, give the pupil a question which encourages them to attempt their next step, therefore instantly moving them on. Pupils should be given opportunities to regularly answer these questions- in blue pen and respond to feedback.
- Spellings – words should be corrected only if the child should be able to spell them. Sp can be put above a word or in the margin to encourage the children to retry to spell the word or to look it up. As the children become confident writers written corrections can be given.
- Punctuation – punctuation should only be corrected if the child should be able to use the punctuation correctly.
- Spelling, grammar and punctuation should be marked, where appropriate, across all subjects.
- Evidence of work undertaken during a lesson can include photographs, checklists, self-evaluation etc. These should also be marked as normal.
- The expectation is that all pupils work is marked in some form and always checked by the Teacher. Teachers are expected to regularly FULL mark pupils work, however, it is understood and agreed that pupils should be encouraged to sometimes self and peer-mark their work, when appropriate, using specific strategies outlined by the Teacher. The Teacher is then expected to check and agree their marking. When Teaching Assistants are supporting a Maths or Literacy group during lessons, they are expected to FULL mark the pupils work from that group.

### Maths

- In science and maths work relevant vocabulary should always be corrected.
- In maths, correct answers are given a tick. Incorrect answers should be marked with a dot.
- In maths, work that the teacher wishes to see corrected (not necessarily all those un-ticked) will be indicated by a 'C' in a circle. If there is room, corrections should be written next to the incorrect answer. Pupils should not rub out wrong answers after they have been marked and replace them with the correction. The correction should be written in blue pen, next to the mistake.
- Maths work should be marked daily, and comments, where appropriate, should relate to the learning objective.

### Topic

- Topic work is put into specially made topic books. Each piece of work in this book will be marked using the Topic Book marking sheet stuck in the back of the book.
- All other work in books should be checked and acknowledged at the end of every piece of work, and any comments should refer to possible improvements, or achievement against shared learning objectives.

### Marking Guide

- The aim of marking children's work is to inform the child how they are progressing in their learning and the next steps they need to take. Therefore marking needs to be accessible.



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- The following symbols and letters should be used throughout the whole school, as appropriate, with each individual child. This should be supplemented with comments and spoken feedback as appropriate.

### Appendix: Marking Guidance

I	Independent Work
S	Supported Work
SC✓	Success Criteria Met
NS	Next Step
Sp	Spelling
^	Missing Word
	Finger Spaces
P	Punctuation
?	Check Meaning
✓✓	Good word/sentence/punctuation
//	New Paragraph
	Fred Fingers—Sounds

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Next review due: Autumn 2017