

# **St Paul's**

C of E Primary School



**A place to belong**

## **Marking and Feedback Policy**

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<b>Reviewing Committee:</b>	<b>Curriculum</b>
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# St Paul's C of E Primary School

## *A Place to Belong*

### Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

### Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia)*, *Compassion*, *Perseverance* and *Forgiveness*

“Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely.”

**Romans 12:5-8**

# Marking & Feedback Policy

## Introduction

Consistent and effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all pupils is achieved. As a school we 'live mark' so that children get instant feedback and can make progress during the lesson.

Staff will follow the structure below to ensure consistency across school. Time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to their work.

## Maths

The diagram illustrates the marking and feedback policy for Maths. It features a central example of a student's work with several callout boxes explaining the marking process:

- Short date:** 29/08/18
- Target statement:** "I can use column addition" (highlighted in pink)
- Problem 1:** 
$$\begin{array}{r} 487 \\ + 26 \\ \hline 513 \end{array}$$
 (marked with a pink checkmark)
- Problem 2:** 
$$\begin{array}{r} 351 \\ + 39 \\ \hline 380 \end{array}$$
 (marked with a green dot)
- Correction:** 
$$\begin{array}{r} 351 \\ + 39 \\ \hline 390 \end{array}$$
 (marked with a pink checkmark)
- Code:** GUIDED - T OR TA  
VA  
WM  
PR  
SDI  
INT

Callout boxes provide the following instructions:

- "Highlight in pink if they have achieved the target, green if they need further support." (points to the pink highlight)
- "Tick in pink if child has achieved GDS through reasoning next to the I can statement at the top." (points to the pink checkmark)
- "Pink tick for correct answers and a green dot for incorrect." (points to the pink checkmark and green dot)
- "If the child has received any support for the piece, a sticker will be used and relevant support highlighted or the relevant code will be written in the corner in purple pen." (points to the code)
- "Corrections completed in purple pen by the child." (points to the purple correction)

**English, SPAG and Topic**

Highlight in pink if they have achieved the target, green if they need further support.

Long date for writing. Short date for SPAG and comprehension.

Tick in pink if child has achieved GDS through reasoning next to the I can statement at the top.

If the child has received any support for the piece, a sticker will be used and relevant support highlighted or the relevant code will be written in the corner in purple pen.

**Wednesday 29<sup>th</sup> August 2018** **I can write the opening to a fairy tale** ✓

GUIDED - T OR TA  
VA  
WM  
PR  
SDI  
INT

Once upon a time, there lived a large and ferocious dragon. It soared through the skies striking fear into the local people. Villages were burned down in its wake and families were left distrowt. Many years passed like this until a stranger appeared in the village, a hero. He walked through the village in striding and approached the church.

sp

Spellings highlighted on the line of the mistake (KS1/SEN/LA word underlined) with 'sp' in green. Children complete the correction in the margin in purple pen and copied 3 times.

Time can be given for this during the spelling session in the afternoon.

Correct features highlighted pink and sentences that need corrections to be highlighted green.

If there is a larger section to be edited, draw a green line along the side of the lines.

**Live marking**

Live marking to be completed in the lesson and oral feedback given as much as possible so that improvement tasks can be done immediately to move children on.

Children can edit in pen/pencil/purple pen depending on the level of correction. Any editing/corrections done as a result of teacher feedback should primarily be done in a purple pen after a section has been highlighted green.