

St Paul's

C of E Primary School



A place to belong

Marking and Feedback Policy

Chair of Governors Approval:	Tom Mitchell
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Member of Staff Responsible:	Charlotte Hughes
Reviewing Committee:	Curriculum
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Statutory / Non Statutory:	Non Statutory

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

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

Short date

29/08/18

I can use column addition

1) 4 8 7
+ 2 6
5 1 3 ✓

2) 3 5 1
+ 3 9
3 8 0 ●

2) 3 5 1
+ 3 9
3 9 0 ✓

GUIDED - T OR TA
VA
WM
PR
SDI
DNT

Pink tick for correct answers and a green dot for incorrect.

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.

Corrections completed in purple pen by the child.

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 29th August 2018 **I can write the opening to a fairy tale** ✓

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

GUIDED - T OR TA
VA
WM
PR
SDI
INT

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.

Support Annotation Labels

Guided- T OR TA	The child has received support from an adult (Teacher or Teaching Assistant)
VA	The child has received a visual aid to support their work
WM	The child has received a word mat to support their work
PR	The child has received practical apparatus to support their work
SDI	The work was completed/child received a same day intervention
INT	The child received or work was completed during an intervention not on the same day the objective was originally taught.