



St Ursula's Marking and Feedback Policy 2018-20

This policy is designed to give academies an indication of how Academy policies can be drafted. It is not exhaustive in respect of best practice or the regulatory frameworks that apply in relation to Academy policies. Academies should tailor template policies to ensure that they reflect current practice and the ethos at the Academy. Academies should ensure that all policies are effectively implemented and reviewed regularly. Academies are advised to read the applicable statutory and advisory guidance before implementing this policy.

Document provenance

This policy was approved by Trustees as follows –

Education and Personnel Committee	Date: February 2018
Frequency of review: every two years	Next review date: February 2020
ELT Owner: National Director of Education	Author: Regional Education Director (North)

Summary of changes at last review:

- Changes made to correct punctuation
- Changes made to make the text clearer
- Took out references to tickled pink and going for green as these are now outdated practice
- Took out some academy-specific marking which wouldn't apply to all academies e.g. marking in blue or black pen

Related documents:

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St Ursula's Marking & Feedback Policy 2018-20

1. Introduction and purpose

- 1.1 Feedback and marking is an integral part of assessment.
- 1.2 We will provide a system that is consistent and continuous across each stage. Feedback, including marking, will inform planning, be diagnostic and show pupils how work can be improved.
- 1.3 Quality feedback and marking allows for self-assessment where the child can recognise their difficulties and mistakes/areas of development and encourage them to accept help/guidance from others. Children will be encouraged to read through their work before presenting it to be marked, as a strategy to develop self-reflection and self-evaluation, against personal targets, learning intention.
- 1.4 The purpose of feedback and marking is to:
 - assist learning
 - provide information for assessment
 - encourage, motivate, support and promote positive attitudes
 - inform planning
 - promote higher standards
 - correct errors and clear up misunderstandings
 - recognise achievement, presentation and effort
 - show pupils that we value their work
 - allow pupils to reflect and improve on their past performances and to set new targets/next steps together with the teacher.

2. Scope

- 2.1 This policy applies to every academy and every teacher and teaching assistant.

3. Marking and feedback at St Ursula's Academy

3.1 Principles of feedback and marking

3.1.1 English, Maths and Science - Marking

- Label to be stuck in each piece of work with LO and SC
- If child has met SC highlight green
- If child has not met SC highlight pink
- If child is beginning to meet SC make a small green mark on the right hand of SC
- Some examples of successes can be highlighted throughout the work when appropriate
- Next step should be a small pink step – writing of instructions for step in green
- All next step marking should be responded to in purple pen
- All teacher and LSA writing should sit neatly on the line
- Next step comments should be relevant to SC

- In maths books, wrong answers should be dotted with a pink dot.
- In English books, any area of development should be highlighted in pink
- Teachers must close mark (highlight SC, correct spellings (no more than 3) and next step for pupils to respond to) one core subject per day (English or maths).

3.1.2 Topic Marking

- If the child has met the LO, highlight green
- If child has not met the LO, highlight pink
- If child is beginning to meet the LO, make a small green mark on the right hand of LO
- Some examples of successes can be highlighted throughout the work when appropriate
- Next step should be a small pink step (writing in green pen)
- All next step marking should be responded to in purple pen
- All teacher and LSA writing should sit neatly on the line
- Next step comments should be relevant to LO

English and maths books must have the marking guidance and expectations stuck in the front inside cover and maths books to have the using and applying label on the back cover.

Marking Guide

Pink I haven't met this success criterion

Green I have met this success criterion

Partly met success criterion 

A - LO met GW - Group work

wt - Working Towards LO

a - Worked with adult



Presentation warning

In topic books, a green LO means I've met the learning objective

In topic books, a pink LO means I haven't met the learning objective

In topic books, a green dash after the LO means it's partially met 

3.2 Professional judgment

3.2.1 Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when providing feedback and marking. Teachers must use their professional judgement when deciding how many corrections to mark.

3.2.2 Teachers may plan to mark groups of work, so that they can focus on developing particular skills with targeted groups.

3.2.3 Feedback and marking is for the direct benefit and improvement of the children's work. It is therefore undertaken by the teachers to inform the child of the progress they are making and the targets they need to work towards.

3.3 Marking code

3.3.1 Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we believe that a common framework is helpful and have provided an example in appendix A.

3.3.2 KS1 teachers will use the code as an aide memoir as appropriate to the ability of the child.

3.4 Presentation

3.4.1 We have high standards in presenting all work in school - display and the teacher's writing.

3.4.2 We expect the children to (examples only):

- always do their best
- form letters correctly applying our handwriting scheme, building to joined style
- lay out work as explained by the adult
- name loose sheets of paper
- use sharp pencils, appropriate pens
- do all diagrams in pencil.

4 Responsibilities

4.1 It is the responsibility of all teachers and teaching assistants, ITE students to conform to the policy and to provide feedback to leaders if any changes are needed.

5 Review

5.1 This core of this policy will be reviewed every two years by the national director of education and approved by the board of trustees. The policy will then be adapted as necessary by academies, with the input of the regional education directors.

Appendix A: Marking Code

Pink I haven't met this success criterion

Green I have met this success criterion

Partly met success criterion 

A - LO met GW - Group work
wt - Working Towards LO
a - Worked with adult



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