



St Nicholas
C of E Primary School

Marking and Feedback Policy



It is recognised that 'Live Marking' (marking with the children during the lesson) is the most effective way of supporting children's learning. Misconceptions are picked up quickly and therefore impact on understanding is more immediate.

Marking Response Time

Marking Response Time, is the time given to children to respond to written marking that moves their learning forward. It should be used in **all subjects** instinctively and as appropriate. **This needs to be a whole school approach.**

Response to marking needs to be as immediate as possible. Work that is to be responded to through MRT should be **marked as soon as possible** so the child can respond as close to the point of teaching as possible. This will make the learning more relevant and the impact greater.

MRT works best (KS2) when there is specific time regularly set aside such as first thing in the morning. In KS1 MRT works better when applied to work done independently or in small guided groups with the teacher. In KS1 and 2, a more flexible approach works better to ensure the shortest time between marking and responding, e.g. work marked with the child or group can be immediately responded to.

Teachers need to ensure that the language used is clear and that children understand the marking.

The quality of the marking is key. The written feedback given for an expected response needs to "cause thinking." The comments made by the teacher need to be specific, purposeful and intent on helping the child to make progress. They need to be helpful not just accurate.

Expectations across both Key Stages need to be high and responses (immediate and impactful) need to be fully extended so that progression can be made. Teachers need to continually drive forward the standard of response. Children's responses that just acknowledge the marking will not impact on future learning.

Up-levelling is an effective way for a child to respond to marking. Again this must be specific and focused. It must also be appropriate to the child. Responses need to be differentiated and challenging enough to move the learning forward.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Teacher comment written in black with MRT written beside it. It is underlined in green highlighter</p> <p>Child responds in purple pencil (Yr1) and purple pen (Yr2)</p> <p>Punctuation/spelling not given every time.</p> <p>Small groups with adult support as necessary.</p> <p>Initially comments read to younger children and independence developed.</p>	<p>Teacher comment written in black with MRT written beside it.</p> <p>Child responds in purple pen.</p> <p>Group work moving to whole class time.</p> <p>More independence displayed and less adult support needed.</p> <p>Focused questions asked.</p>	<p>Teacher comment written in black with MRT written beside it.</p> <p>Child responds in purple pen.</p> <p>Whole class sessions – often 1st thing during registration.</p> <p>Questions posed are more focused on asking for explanations and examples.</p>

When MRT is not being used, marking should praise effort not achievement with a knowledge of the individual child driving the comment. Where possible, negative comments should be avoided or phrased using Growth mindset terminology.

St Nicholas Primary Marking/Feedback Codes

PW	Paired learning/ Talk partners
GW	Group work
I	Independent choice or thought
S	Class Teacher support (with teacher initials)
S	Teaching Assistant support (with teaching assistant initials)
PM	Peer marked
SM	Self marked
VF	Verbal feedback
INT	Intervention



KS1/ Lower KS2: Green for Growth (underline what needs editing)



KS1/ Lower KS2: Tickled Pink (underline what has been successful)

KS2: Pupils underline the L.I. for self- assessment.

Green = Secure **Orange** = Need more practice

Red = I need support/ intervention

- Correction needed (Maths)
- ✓ Is correct/ has been achieved
- ✓✓ Achieved at Greater Depth

MRT Marking Response Time

↑ Not secure yet

KS2:

MMMMM Choose a more effective word/change word (above word or in margin)

G Grammar error. Find it and put it right.

P Missing or incorrect punctuation, including capital letters and full stops. Find it and put it right.

Sp The word is spelt incorrectly or is the wrong homophone. Up to 5 spelling corrections written 5 times at the end of the piece or in the margin.

// New paragraph needed



This shows the child's next step/ target in their learning

Pupils write in pencil or blue ink.

Pupils Marking Response Time in purple ink or pencil.

Teachers mark in black ink.

St Nicholas C of E Primary

Marking and Presentation Expectations

- ★ Wherever possible, marking should be done with the children. (Live Marking)
- ★ Marking is against the L.I. and the Success Criteria
- ★ Opportunities for corrections and up-levelling should be given as soon as possible- not next time, NOW. Teachers should consistently plan regular time for this.
- ★ MRT should be in response to the piece of work the teacher is marking and evident at least weekly.
- ★ All children must show self- assessment – this becomes increasingly more sophisticated as the children progress from Year R to Year 6
- ★ Pupils from Year 1 upwards are expected to uplevel their own work through editing KS1 (CUPS) KS2 (CUPS and ARMS)
- ★ Longer pieces of extended writing should be marked using the codes and MRT.
- ★ English- from Year 3, children should write the long date on the left and the LI on the line underneath, starting from the left. The date and LI should be underlined with a ruler.
- ★ Maths- children should write the short date on the left and the LI on the line underneath, starting from the left. The date and LI should be underlined with a ruler.
- ★ Other subjects- from Year 3 children should write the long date on the left and the LI on the line underneath, starting from the left. The date and LI should be underlined with a ruler.
- ★ All children from Year 2 upwards should be encouraged to write the LI, although for some children LI stickers or LI slips are more suitable. Some year groups may also use LI stickers or slips to save time in some lessons.
- ★ In Maths books, children should write one digit per square (some older children may be able to write 2 digits per square neatly). Words should be written normally – on the line but across the lines of the square (not one letter per box). Rulers should be used whenever straight lines are needed.
- ★ Children should always use a pencil in Maths and for drawings and diagrams.
- ★ Children should never use a biro or black ink for any work, except for purple biro for Year 2 upwards.
- ★ Children should be aiming to joining their handwriting consistently in the summer term of Year 2.
- ★ Teachers should model the handwriting policy in their marking and writing in class.

We are aiming for pupils who are challenged appropriately; engage in dialogue to improve their work and who take pride in their presentation.