



St Bede's Marking Policy

Aim

The aim of the policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed and accelerate learning.

Effective marking aims to;

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupils confidence and self-esteem in learning and contributes to accelerated learning.
- Support teacher's assessment knowledge of each pupil and as part of their thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent procedures across school, where pupils respond to feedback and evaluate their own learning.

Non – negotiable procedures for marking.

- ✓ All work must be marked in red ink.
- ✓ All marking must be in a clear legible hand following the school script. (Print for EY to KS1 and joined for KS2)
- ✓ The marking code must be displayed in the classroom.
- ✓ Feedback comments must be constructed to require a response by pupils, at an appropriate level of challenge and such tasks must be completed by children.
- ✓ **If the learning objective has been achieved this must be highlighted in yellow.**



How are the books set out?

All books are to be set out consistently across the school.

- Date (long in Literacy and Foundation subjects, short in Maths) underlined
- Learning Objective – underlined (this can be printed and stuck into books for EY and KS1)
- Success Criteria (extended writing) – this can be stuck into books before or after an extended piece of writing and children can self-assess and teachers tick boxes to say when an LO has been achieved. Pedagogic pictures can be used for EY and KS1.

Success Criteria		
Pupil		Teacher

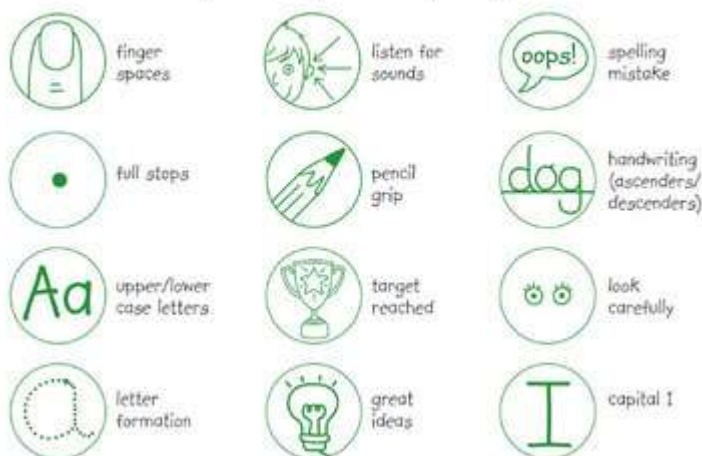
Literacy Marking

All books should be marked on the day the children have completed their work. The marking needs to show children how to improve their writing.

If the learning objective has been achieved this must be highlighted in yellow.

For Early Years and year one children the pedagogic writing stamps can be used to show the children where/how they can improve their work.

Target Stamps for Key Stage 1





Year 2 pupils and all KS2 pupils should write in books with a margin.

Sp – highlights where a word is misspelt (no more than 3)

g – highlights incorrect grammar (no more than 3)

When a particular success has been identified this will be highlighted in yellow.

When identifying an area for specific improvement, this will be highlighted in pink.

There must be a maximum of 2 green and 2 pink for each piece of work.

5 minutes response time needs to be allocated at the beginning of each literacy session to allow children to respond to feedback and make corrections.

If a child makes the right correction or rewrites the sentence grammatically correct the word/sentence should be underlined in yellow to show the work has been edited correctly.

Maths Marking

5 minutes response time needs to be allocated at the beginning of each Maths session to allow children to respond to feedback and make corrections.

All books should be marked on the day the children have completed their work. The marking needs to show children how to improve their Maths.

For Early Years and Year One children the pedagogs marking stamps can be used to show the children where/how they can improve their work.



For Year 2 and Key Stage 1 we use the ABC marking approach.

- A means the children will do a challenge
- B means consolidation
- C means correction.



The challenge, consolidation questions/tasks will be on the board at the beginning of the lesson.

If the learning objective has been achieved this must be highlighted in yellow.

Science, RE and foundation subjects

The learning objective must be displayed in the children's books.

Successes are highlighted in yellow and marking comments must allow the children to respond or edit and improve their work.

Examples of Literacy feedback	Examples of Maths feedback
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add...(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
Is there another way you could write this information (highlight sentence)?	If the answer was What could the question be?
Can you find a way you could write this in a shorter sentence?	If the answer was What could the question be?
Finish this sentence:	Is there another way you could do this?
Tell me 1/2/3 reasons why I should give you House Point for this work.	Can you find a quicker way of doing this?
Tell me ... that have ...? Tell me two sentences that have adverbials.	Finish this sentence: (Explaining work)
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	Tell me 1/2/3 reasons why I should give you a House Point for this work.
Please write another ... connective/sentence that shows me how the caterpillar moved.	Tell me ... that have ...? Tell me two numbers that have a difference of 12.
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
What would happen if...?	What are the ... of ... ? What are the factors of 42?
What new words today? What do they mean?	

