

At Grimsargh St Michael's Church of England Primary School, we believe that all marking and feedback should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable (for both the teacher and the pupil): marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. Feedback can take the form of spoken or written marking, peer marking and self-assessment.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Teachers need to ensure their pupils know the right answers to these two questions:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

If pupils can answer these questions accurately, in subject specific detail, they are receiving effective feedback.

We feel that a one-stop strategy for all subjects will not meet the needs of our pupils. Consistency across our school is still important, but this will come from consistent high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them, but in each subject and key stage, teachers respond to the different workload demands as they see fit and draw on their professionalism to create meaningful and manageable approaches.

The teacher/TA should mark in green pen. In all subjects other than RE, teachers should mark work by ticking if correct and crossing if not. When possible, work should be marked instantly with verbal feedback given. Teachers must ensure that a child has acted upon this feedback and use a double tick (vv) above the action from the child to show this if correct and a double cross (xx) if not. If the child has actioned this feedback incorrectly, then the teacher/ TA would need to provide relevant support for that child. If verbal feedback is not possible, work must be marked as quickly as possible after completion and feedback given verbally if needed. Written comments can be used but if so, children must be given the opportunity to respond to these comments at the earliest convenience.

Please indicate Independent writing with the letter 'I'. If you or your TA have heavily supported a child, in any subject, then please write a letter 'S'.

Writing

A marking code can be used to manage the marking of writing:

~~	Incorrect use of grammar or word choice.
/	Finger spaces
_____	Incorrect spelling (KS1 – teacher write the correct spelling in appropriate space for the child to copy/ KS2 – as KS1 or option for child to use a dictionary to replace the incorrect spelling)
○	Missing or incorrect use of punctuation including capital letters
//	New paragraph
^	Missing word or adjective/adverb for improvement
✓	Use to identify specific positive features within a piece of work
X	Use to mark an incorrect answer
☆	Use to celebrate achievement/effort/progress at the end of shared/independent written piece (if not given verbally)
→	Use to indicate next step during shared/guided writing (if not given verbally)

A positive comment only should be given on completion of a piece of writing whether this be independent or not this could either be written or verbal. Constructive comments, written or verbal, should be given during the build up to a written piece.

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.

Spelling

Not all spellings should be corrected- use teacher judgement and knowledge of child.

Spelling correction guidance:

- KS1 up to 3 spelling corrections per written piece
- KS2 up to 5 spelling corrections per written piece

Only current year group and previous year group's spelling lists/high frequency words/subject specific words should be corrected.