



Mission Statement

We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together.

Marking Policy

September 2025

Rationale

Marking is an essential part of the teaching and learning process. Marking at Emmaus is always meaningful, manageable and motivating. It provides feedback to children, acknowledges what they have done, provides encouragement for future performance and informs any future learning.

Effective Feedback should:

- Provide clear feedback to children about the strengths and weaknesses of their work and ensure that all assessment relates to the **Learning Objective** set at the beginning of the lesson and the basic skills.
- Recognise, encourage and reward children's efforts and progress.
- Encourage children to strive to improve.
- Provide opportunities to give children time to review their work.
- Should be done for **every** pupil before the next lesson in **every** subject and must be written in books.

Feedback Strategy at Emmaus

Early Years Foundation Stage

In Early Years all the children's efforts and achievements are celebrated through verbal praise and rewards. Children are encouraged to 'Reach for the Stars' and challenged with next steps to develop further.

Nursery

Nursery staff record children's achievements through photographs, observations and written notes in order to review their learning and inform future learning. These are shared with children verbally and targeted through adult engagement and effective intervention and interaction.

Reception

Reception staff record children's achievement through photographs and observational notes in order to review their learning and inform future learning.

These are shared with the children verbally. Children's work books and homework contain evidence of progress over time and are annotated with the date, learning intention, child response and the adult's comments in order to move the learning forward.

This is identified with:



Indicates positive feedback



Indicates 'Reach for the Stars' for the next step of development

Nursery and Reception staff are aware of the required future learning for every child and this is identified on continuous provision plans to ensure adult engagement is both relevant and challenging.

Key Stage 1 and Key Stage 2

Class teachers will;

- **Highlight in green** any examples of good work and work that meets the learning objective with a particular focus on the use of **vocabulary**.
- **Highlight in pink** where the child needs to review the mistake they have made and correct this.
- **Use SP** to correct a spelling, the class teacher will write the correct spelling at the end of the piece of work and the pupil will write this out 3 times below the correct spelling. Teachers will use their professional judgement linked to the child's ability and Age-Related Expectations.
- **Assess** – highlight the letters LO in green in all subjects if they are happy that the child has met the objective. A green dot next to the letters LO indicates that they are on their way to achieving the objective. If a LA or SEND child has had support to achieve the objective, please highlight or dot and indicate this with an **S** next to the LO. The class teacher will plan to revisit the Learning Objective with a child/group of children in mathematics or English to ensure that they have had every opportunity to achieve this. In other subjects, opportunities should be built into the next lesson to support children have not met the objective.
- Provide a comment which recognises, encourages and rewards children's efforts and progress or encourages the child to strive to improve.
- Effort is rewarded in a variety of ways, For example,
 - visit Mr. Williams/Mrs Yates.
 - Special certificates.
 - All Star Charts (Years 1 & 2)
 - Housepoints (KS2)
 - Motivational stamps
- **Redraft and editing** – class teachers always encourage children to read back through their work to check for improvements. This is also an important part of the children's writing process. They should ensure that the improvements are indicated above the word. Teachers may also choose to use the visualiser to support the editing and redrafting process.

- **Self-Marking** -This may be used to offer immediate feedback to the children and the teacher in order to move learning on or when going over a misconception that may have been observed by the teacher. This should be done in any colour other than green. The teacher should ***always*** check through any self-marking and follow the 'Feedback Strategy at Emmaus'
- **'Over the shoulder marking'** - this is a valued part of our daily practice. During all lessons, whilst supporting a range of children, class teachers will perform 'over the shoulder' marking which consists of marking to assess the child's current understanding, address misconceptions and move learning on. The 'Feedback Strategy at Emmaus' will be used at this time also.

Year 1

During the autumn term, class teacher will make a positive comment. All additional information is communicated verbally to the child by the class teacher and indicated with VF on the page.

By spring 2, the class teachers will follow the '**Key Stage 1 and Key Stage 2 Feedback Strategy**' with all children in the year group. Class teachers will communicate with the Senior Leadership Team any children who this strategy is not appropriate for and an agreed approach will be implemented.

Review

Class teachers will ensure that the children are given time at the beginning of the next lesson to **review and correct** their mistakes indicated by pink highlighting and to provide a challenge to deepen their understanding.

Additional information

Key Stage 1 and 2

- At the beginning of each lesson, teachers should share the learning objectives with the children. In **KS1**, labels with the objectives of the lesson printed on (mathematics and English), should also be stuck in the children's books before the lesson.
- In **KS2** these should be copied from the board by the children. This gives them a clear understanding of the expectations of the work they will be doing. Tasks are then completed and marked according to these criteria and the basic skills when appropriate.
- The date should be on the top line and the learning objective/title underneath. Both should be on the left-hand side of the page and underlined.
- For Mathematics please use the short date e.g. 11/11/21. For all other subjects please use the full date e.g. Thursday 11th November 2021.
- Marking is always completed in **GREEN** ink by all teachers.
- All teachers should ensure that supply staff and student teachers are made aware of this policy. Work marked by these teachers should be initialled on completion of the marked work. Teachers should always monitor the quality and accuracy of marking completed by student and supply teachers.

- Pens are only to be used at the beginning of Year 4 when teachers have assessed the child's ability to write competently and well. These pens will be provided by the school. Pencil is **always** used in Mathematics books.
- There should be 1 digit per square in all books.
- Children never to be allowed to fold their book back on itself.
- Check daily that children are not leaving pages out by mistake.
- Worksheets to be kept to a **minimum**.
- Children will correct any mistakes as they are working with an eraser from Year 1 when using pencil and one neatly ruled line should be drawn through work done in ink.

Conclusion

Marking and feedback is an integral part of the school's planning and assessment strategies. Positive reinforcement through marking and feedback boosts children's self-esteem and encourages them to achieve their very best. At Emmaus Church of England and Catholic Primary School, children's work is marked to provide positive feedback to the pupil, support pupils to review their work and guide them in ways their work might be improved.