

SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

Marking Policy



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Mission Statement

With Jesus as our guide, we learn, pray and live together, in a safe and happy way.

SS Peter and Paul Marking Policy

Children's learning

We are an inclusive school and all children have the right to succeed. It is the school's responsibility to ensure that all children make progress throughout the school year. It is our expectation that children should make good progress each year. Children should also make day to day progress in terms of the quantity and quality of work produced.

Marking should:

- inform the child of the next steps in their learning
- lead to pupil satisfaction and a sense of achievement
- be an integral part of classroom work
- lead to the child recognising errors in order to improve performance
- should take into consideration pupils' aptitudes and abilities in different areas of work
- take into account different requirements in the various curriculum areas
- identify problems, monitor and promote progress

Objectives

To ensure that all children have their work marked in such a way that it will improve their learning, develop their self-confidence, raise their self-esteem and provide opportunities for self-assessment. As a result of this policy, there will be greater consistency in the way that children's work is marked across the school.

Expectations

Teachers and Teaching Assistants should check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. When responding to the feedback, pupils should write in a purple pen to indicate they are directly responding to the feedback. This avoids the need to record 'Verbal Feedback' etc. If writing in pencil 'V' will be recorded.

The intended outcome is that pupils use this feedback effectively and are eager to know how to improve their learning. They capitalise on opportunities to use feedback to improve. Students and volunteers will not mark pupils' work unless spellings or times tables tests.

Written feedback

Children should be made aware of any success criteria that their work will be marked/assessed against. These are clear, concise expectations. They will reflect the final outcome that the teacher expects the child to produce. Planning must always start with the final intended outcome in mind.

Marking should be an aid to future planning and assessment, and be informative to pupils, teachers, parents and others. Marking should take into account how the pupils have understood the objectives of the lesson. Books should be monitored by staff to ensure children have a good understanding of their work and enable staff to stretch or scaffold future work accordingly.

Marking should provide the children with focused feedback that moves learning forward based upon the success criteria. Codes/comments should inform the children of where their errors and misconceptions lie within the piece of work; making it clear what is wrong and what they need to do to put it right. These comments should be directional not invitational. As part of this process, an intentional shift in focus is from assessment to planning.

It is also important to award house points or equivalent for the teacher to recognise excellent effort. Sometimes, a smiley face or stamp is sufficient! Avoid writing detailed comments about why it is right; this is part of the lesson process - the children should know this.

Verbal feedback

Verbal feedback in the form of 'live' marking will focus on the success criteria and age-related expectations or a child's individual expectations. Live marking must be a feature of every lesson. This is marking at the point of learning to enable teachers/TAs to identify children who have grasped concepts quickly and those who have misconceptions. The teacher is to provide support to unpick the misconceptions and develop a more solid understanding of the lesson content.

Verbal feedback may also be given after a lesson, when a member of staff feels the child needs support to push progress further or there has been a misunderstanding of the work. Where student misconceptions are collective the verbal feedback may appropriately be given to the whole class or group of students. A 'V' should still be recorded on the students' work.

Peer/Self Assessment

Self-assessment and editing must be done in a purple pen known as a purple polishing pen. This can demonstrate when a child has improved work after verbal or written feedback as well as referring independently back to success criteria or learning objectives.

Peer assessment is to be marked in a coloured pencil or on a post it note, this can be used for immediate feedback and children are asked to note something that has been done well and something that can be improved.

Foundation Stage, KS1 and 2

- In Nursery and Reception, the teachers focus on giving verbal feedback to the children but they may write a comment with the child. Teachers will use 'V' as a verbal feedback code and may record elements of the learning conversation. Success criteria will be discussed as part of verbal feedback.
- All work is to have the date written on the top line of the page. From KS2 onwards this should be underlined.
- All work is to have a written or typed LO from Y1 onwards.
- All children in KS1 and lower KS2 should be taught handwriting formally and work must be completed in handwriting books. Teachers must ensure that time is given to practise skills in other work. All staff should model good handwriting by writing on the board, shared writing on display on 'Working Walls' and in their marking. Teachers must reinforce this basic skill across the curriculum.
- All books should be marked up to date and good presentation be promoted by all staff.
- If the work is marked with a 'Close the gap' comment and the children MUST respond to this.

Sustained Writing Lessons

- Writing frames can be accessible for children who find writing difficult.

- Children must write independently and be encouraged to write at length. Mind maps and other forms of presenting information must be considered for children who have additional needs.
- Children's self-assessment is aided with success criteria checklists.
- Every half term the teacher should look for evidence of English skills across the curriculum to validate assessment.
- Moderation of writing takes place at the end of each term

Reading

- All groups to be heard to read in guided groups or whole class reading sessions at least once a week.
- Guided reading sessions must have a clear LO, which is skills based.
- Independent activities need to be appropriate/self sustaining
- Evidence from all activities should contribute to assessment
- Moderation of Reading occurs at the end of each term

Maths

- Maths work should always be in pencil
- All numbers should be correctly formed and written in a square (Where appropriate, children should be encouraged to set calculations out in clear columns if they are not working on a grid)
- Question numbers should be recorded.
- Children should use purple polishing pens to tackle inaccuracies in their work to show they now understand their work.
- There may be pre-teaching or support sessions to help maths understanding in response to marking of previous sessions and teachers knowledge of the children.
- If appropriate, children should respond to a contextual problems with a written comment using good literacy and consider any units and appropriateness of their solution.

Science

- Our Science vision should be displayed in every room and referred to.
- All children must complete science investigations in each topic.
- Children must be encouraged to develop their own ways of recording their findings, observations and scientific.

- Moderation in science takes place twice a year

RE

- At least 10% of the timetable each week should be RE lessons.
- Children should record work in their RE books at least once every week.
- Each unit overview from scheme needs to be stuck in book before start of unit. The Child should self assess at the end of the unit.
- Assessment should be in line with the assessment cycle completed with criteria received from the diocese and samples of work should be provided by the teachers for the RE leader.
- Moderation of RE takes place three times a year.

Topic

- All children must complete work in their topic books during enrichment weeks.
- The class should complete a mind map of their knowledge at the beginning of each new theme. This must then be annotated in another colour at the end of the topic to show progression.
- Termly assessments are completed and samples of work may be given to subject leaders.

Celebration of work

The following list should be used to praise children's achievements:

House points/ dojos will be awarded for recognised good work

Praise and celebrate the work with the rest of the class

Send the child with his/her work to another teacher for praise

Send the child with his/her work to the Headteacher/ Deputy Headteacher for praise

Let the child have a photocopy of work to take home to show parents

Put work on display

Share with the rest of the school at Celebration Assembly

Send a note home to parents

Work that is considered unacceptable

In the first instance do not mark it. Draw the child's attention to previously completed work in his/her book that reflects what can be achieved. Identify to the child those aspects of the work that give rise to the work being unacceptable. Ask the child to repeat the work in his/her own time - not teaching/learning time. If repeated work is again of an unacceptable nature, the class teacher will inform the parent if necessary. Work should not be removed from a child's book.

Monitoring and Review

The Head teacher/ SLT will be responsible for monitoring the policy when carrying out book sampling activities.

<u>symbol</u>	<u>Meaning</u>	<u>Year group</u>
/	extra letters e.g. lott /	(KS2)
✓	Correct	All
^	omissions eg wen we went.. ^	All
	Wrong	All
—	whole word misspelt	(YR-Y4)
	in wrong place or unnecessary	All
sp	above word – misspelling	(Y5&6)
??	do not understand this part.	All
//	new paragraph needed	(Y2-Y6)
	House points	All
	Verbal feedback given	All
c	Correction	All
yes	Highlighting part of piece of work that is particularly of merit	All
C within a circle	Checked work with a calculator	KS2
S within a circle	Support from staff	All

