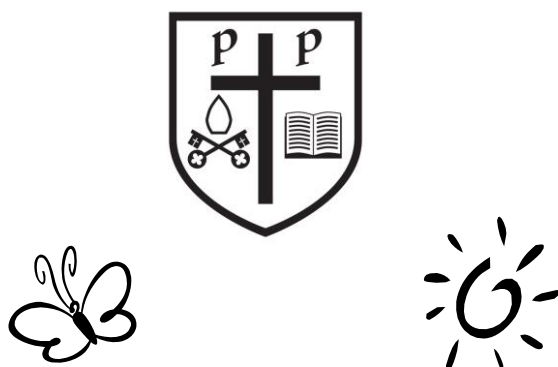


# SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

## 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 and monitor progress

### **Marking**

All teachers **MUST** ensure that all work is marked in green.

### **Detailed Marking**

Teachers must ensure that two Literacy and Mathematics pieces of work are marked in detail with a comment to support development every week and a developmental target to ensure the child is aware of their next steps in learning.

Developmental marking in RE should be three times, Science twice and all other foundation subjects once every half term (at least).

Green highlighted examples of attaining the LO and developmental comments form the process of detailed marking.

Children **MUST** be given the opportunity to read the comment and respond in an age appropriate way. Teachers' comments can also support the development of handwriting and presentation.

Marking should be an aid to future planning and assessment, and be informative to pupils, teachers, parents and others.

### **Non-Detailed Marking**

All other work must be marked according to whether the learning objective (LO) is met, with a light touch developmental comment or task.

### **Peer/Self Assessment**

Peer assessment and self assessment must be used by pupils using a different colour pencil if appropriate. Children should be self assessing against the LO in every lesson -Green/Orange/Red dot.

### **Foundation Stage, KS1 and 2**

- The following must be displayed in the classroom on a weekly planning wall/desk: termly timetable and daily visual timetable. Weekly Literacy and Maths plans and non-core planning should be annotated and organised in a planning folder accessible to SLT members and supply teachers.
- 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.
- All children should be taught handwriting formally once a week 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 comment on and reinforce this basic skill across the curriculum.
- Practical lessons - such as working on the computer, group discussion, speaking and listening, role play. Children in KS2 must make a comment about the activity in their books.

### **Sustained Writing Lessons**

- All children must record one piece of sustained writing every week. Writing frames must 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 dyslexia.
- Children must self assess using the self assessment success criteria checklist.
- The work must be marked with a 'Close the gap' comment and the children MUST respond to this.
- Every half term the teacher should look for evidence of English skills across the curriculum to validate assessment.

### Reading

- All groups to be in guided group at least once a week.
- Guided reading sessions must have a clear LO
- Independent activities need to be appropriate/self sustaining
- Evidence from all activities should contribute to assessment

### Maths

- All children must have evidence of a daily maths lesson in their books.
- Maths work should always be in pencil
- All numbers should be correctly formed and written in a square.
- Question numbers should be recorded (margin in upperKS2).
- Opportunity for Maths investigation.

### 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.

## RE

- All classes must receive at least one and a half hours of RE lessons every week (10% of timetable).
- Children should record in their RE books at least once every week. Each unit overview from scheme needs to be stuck in book before start of unit. Child to self assess at the end of unit. Staff to highlight in green the attainment of the unit.
- Assessment is in line with the assessment cycle completed with criteria received from the diocese and samples of work are provided by the teachers for the RE leader.

## 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 are given to subject leaders.

<b>symbol</b>	<b>Meaning</b>	<b>Year group</b>
/	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