

**St Mary's Catholic Primary School
Trust**

**Marking
Policy 2022/23**

Mission Statement:

'Aspire not to have more but to be more.'

St. Mary's Catholic Primary Schools Trust – Marking Policy 2022/23

Rationale

Marking children's work is a very important part of teacher and self-assessment. At St. Mary's our aim is to ensure all children will have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment and personal target setting. Marking and feedback can be verbal or written, but should have a positive impact.

We aim to develop independent learners who have the ability to seek out and gain new skills, knowledge and understanding. We want our children to engage in self-reflection and to be able to identify the next steps in their own learning. To this end we aim to equip children with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked and the involvement of children in the marking and assessment process across the school.

Development

All teaching staff have been involved in the development of this marking policy and non-teaching staff have been consulted and advised about its content.

Assessment for Learning

"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there". *Assessment Reform Group, 2002*

Assessment for learning is firmly embedded in our curriculum and from Nursery onwards children at St Mary's are encouraged to form their own success criteria based on the learning objective.

The Nature of Marking/Feedback

- Marking of children's work can have different roles and purposes at different times and should involve both written and verbal feedback provided individually by the teacher where possible/appropriate.
- Wherever possible developmental marking is completed in the presence of the child to ensure that the child has the chance to discuss their learning, self-assess, and edit their work. Marking only takes place after the lesson to inform future planning and summative assessment.
- Marking should be consistently applied by all staff.
- It needs to be positive and constructive whilst addressing difficulties and areas for improvement.

Junior School

- Junior teachers will mark predominantly in red.
- Marking for the focused group should be centred on the specific learning objectives of the lesson and should be developmental.
- Learning objectives should be shared with children, and where appropriate will be used as titles for work in the core subjects. Success criteria will be included for some major pieces of learning.
- Verbal feedback will be recorded with a capital v (**V**).
- Next steps will be included at the discretion of the teacher.
- Teachers will recognise correct responses with a tick (☑) and incorrect ideas or responses with a dot or bullet point (•)
- Children will make corrections and amendments to learning in green pen.
- Marking may be related to individual, group or class targets.
- Marking should be undertaken as soon as possible and, where appropriate the children should be involved.
- Marking should be used to recognise achievement.
- Marking of additional errors not related to the main objective will be according to the teachers' professional judgement.
- Where it is not the class teacher who is marking the work, i.e. a supply teacher, this teacher will initial the work.
- If a child leaves the class for any reason (for example, a peripatetic lesson, intervention, etc.) a teaching assistant will make a note in the child's book to recognise this fact.
- Children will be encouraged to record when they have peer assessed with a capital **P** and where they have self-assessed learning to mark it with a capital **S**.

Marking Methods

- Where appropriate, one group will be marked with greater focus each day to provide in-depth instructions.
- Marking methods will differ according to:
The focus of the lesson.
The subject.

The age and ability of the child.

- Marking may include
Written comments.
Verbal feedback/ discussion.
Pupil's evaluation of their work and the work of others.
Identifying areas for development.
Ensuring appropriate correction.
Highlighting examples of where the objectives have been met.
Pupils beginning to take responsibility for their own marking.
Learners will be given time to read comments in their books and respond to them.
- Rewards may include:
Rubber stamps, stickers, certificates (depending on class teacher) that encourage and motivate children.
Stars, house points and smiley faces for achievement or effort.
Special achievement awards from the Headteacher.

Infant School

- All work needs to be dated
- All year groups use an agreed marking code:
1:1 child has received one to one support.
V denotes that verbal feedback has been given.
I denotes that the child has completed the work independently.
S denotes that the child was supported throughout by an adult.
G Guided learning session
P Some prompting has been given to enable child to think through / reason to find answer
O Circle around grammatical error
~ line under spelling errors

Children's work should always be marked as follows:

EYFS

- Children's independent work is dated and annotated with area of learning identified to explain context, processes involved and significant learning steps. These are kept in their individual learning journals.
L –literacy

PD –physical development
MD –mathematical development
CL –communication and language
UW-understanding of the world
EAD-expressive art and design
PSE-personal, social, emotional development

- When the work marks a significant achievement, the work is annotated in relation to the learning objective and placed in the child's individual achievement file.
- In line with APP procedures, (Assessing Pupil Progress) which every member of staff is undertaking, there will also be written observations of focus children, that are taken on the Ipad and uploaded to Target Tracker, completed by the Teaching Assistants and the class teachers. These will inform the pupil of the next steps

KS1

- When marking children's work teachers will apply developmental marking one a week for basic skills i.e. comments will refer directly back to the learning objective and apply the success criteria. The children will be given the next step based on this.
- Editing: Children are taught to edit their work using a green pen in response to verbal or written feedback from their teacher.
- Teachers will use a blue pen to mark work.
- In line with AfL principles, children may evaluate their own work when appropriate, using a smiley, straight mouth or sad face, which can be used to help the children reflect on what they found particularly challenging or easy, and what helped them to complete their work.

Monitoring and Review

The Senior Leadership team will be responsible for monitoring the implementation of this policy by looking at books as they are completed and by looking at examples of work every term. The desired outcomes for this policy are improvement in children's learning and the raising of standards across the curriculum. It is hoped that children will be proud to 'own' their work and feel a greater sense of achievement.

Appendix – Presentation

When is presentation taught and learned?

Presentation is taught continuously across all subjects. There is always a particular focus at the start of each year to embed the teachers' expectations.

How is presentation taught and learned?

- Presentation must be consistent across the school to ensure all pupils learn how to set out their work at a young age. These skills are then used and refined as they move through school to ensure consistency.
- All pupils need to spend time thinking about their work, to enhance the creativity and content of it. Consistently well-presented work, learnt at a young age, will enable them to "free up" this time so they will not need to concentrate on handwriting and presentation as it will be automatic.

What do we learn in presentation?

We put the date at the top of the piece of work. When writing the long form of the date for English work, children must begin on the left-hand side of the page. When writing the date as numbers in Maths books, children must place the date on the right-hand side of the page as spacing should not be an issue. All work should have a margin on the left-hand side of the page.

Handwriting should be joined and legible (no printing of individual letters) and the extending letters should reach to the top of the line to distinguish from other letters. Teachers and teaching assistants must continuously check handwriting and offer guidance for clarity.

Numbers should be clearly distinguished so that there is no ambiguity between digits such as 1 and 7 or 2 and 5. Numbers should be placed one to a square on squared paper.

How do we measure success in presentation?

Presentation is not formally assessed but teachers assess whether pupils are able to work at age appropriate standards as the year progresses. Children's work is checked by the teacher on a regular basis and is shared during moderation sessions where presentation is examined. Any charts or extra papers that are stuck into the books must fit onto the page or be folded neatly.

Resources

The school has resources to assist with pupils' presentation, including pencil grips to assist hand writing, guillotines for staff to cut work paper to size. Younger children are given help to learn how to glue sheets into their books so that they fit and add to the quality of the learning.

Monitoring and Evaluation

Each subject team will monitor the standards of presentation in his or her subject. This will occur through book scrutiny.

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| Date that this policy is active | |
| Date of next review by Governing Body | |