

# St. Winefride's Catholic Primary School

## Marking Policy

### Mission Statement

Welcome to St Winefride's where we come together to learn, laugh, listen, live and love in the presence of Jesus.

At our school, we believe that everyone is valued as a unique gift from God.

We work together to create an engaging learning environment, where all children are challenged to achieve their full potential.

**Rationale:** - Marking is our response, by any means, to the children's work. This policy aims to give all members of our school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking.

We will endeavour to establish a common and consistent approach to marking, in order to provide teachers and children with a clear understanding of their performance, in line with our and National expectations. There should be a positive feedback relationship between teacher and pupil, encouraging self-appraisal, diagnosing areas for development or next steps and enabling the child to reach his/her full potential. Marking should be a process of creating a dialogue with the child, through which feedback can be exchanged and questions asked; the child should be actively involved in this process.

We recognise that each child has individual needs, which we will deal with sensitively, whilst being both fair and honest about their work. The approach will be one of support and encouragement rather than criticism.

We aim to:

- Provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging pupils to give of their best and improve on their last piece of work.
- Develop pupils' self-esteem through praise and valuing their achievements.
- Create a dialogue, which will aid progression.

Effective marking should:

- Be manageable for staff.
- Marked against the lesson objectives, in accordance with the policy and practice for the child's age group (Refer to Appendix).
- Be positive, motivating and constructive for pupils.
- Be at the pupil's level of comprehension.
- Be written in handwriting that is legible and a model for the pupil.
- Every piece of work is to be seen and valued.
- Where applicable, allow specific time for the pupils to read, reflect and respond to marking.

- Involve all adults working with pupils in the classroom.
- Give recognition and appropriate praise for achievement.

**This policy will be:**

- Consistently applied by all staff.
- Clear in its purpose.
- Manageable.
- Productive in raising achievement.
- Informed by pupils' individual learning needs and prior assessments.

**Purposes**

We acknowledge that there can be different purposes for marking children's work. However, we view below as the main criteria:

**Guiding the children** - When setting a piece of work, the teacher will guide the children by explaining the particular criteria, which they will be looking for when marking. Children will be expected to apply their learning independently in their writing.

**For the teacher, it:**

- Informs planning.
- Assesses a group or individual.
- Confirms that teaching is at the correct level.
- Identifies patterns of error / successes.

**For the child;**

- Helps them to develop and improve their learning,
- Informs them,
- Raises self-esteem,
- Ensures level of understanding,
- Develops open dialogue about work,
- Clearly identify for the child what steps they need to take to improve their work,
- Gives the children opportunity to improve their work independently.

**Without the children** – identify common errors or misconceptions and guide children on how they can improve and progress. Marking should be so that the children can 'self-correct'

**With the children –**

- Discuss their response to tasks.
- Identify and correct any errors or misconceptions.
- Assess their achievement against learning objectives.
- Monitor their progress.

- Provide children opportunity to self-correct and improve their work (particularly in KS2).
- Make sure they understand how they can improve and what they need to do next.

### **Comments**

Teachers will write comments on the children's work, which are largely constructive and encouraging and which direct them to next steps and allowing them time to carry these out. Assessed pieces of work will contain a more detailed analysis of strengths and weaknesses. See attached marking policy for specific year groups, which refers to marking in various subjects.

### **Conclusion**

This policy strives to establish consistency in teachers' response to the children's work. The common agreement of the principles, purposes and implementation of marking has been of value to the whole staff and will provide guidance and steps for progression for the children in our school.

## Years 1 and 2

General	English	Maths	Science	RE
<p>All marking will be completed in a green pen.</p> <p>The following letters indicate the level of support that the child will be given:            I = Independent            TA = Teacher Assistant has supported this child.            T = Teacher Supported            A stamp may be used instead on occasion for some subjects</p> <p>To reward effort and achievement: Class visual/Dojos - on line + stickers, verbal feedback /praise as well as sharing examples of good work with the rest of the class or senior management team.</p> <p>For all pieces of work, we will use our 'ticking' system, which indicates how well the child has performed in this lesson against the 'Can I' statement:  <b>✓</b> next to the Can I statement = the child has fully achieved the objective.            . ✓ next to the Can I statement = the objective(s) are not fully met, and the child will need 'next steps' in order for them to progress further.            . next to the Can I statement = the child will need to revisit this in another lesson or need verbal feedback at some point.</p>	<p>Where appropriate, and at least half termly, a longer piece of writing will be marked using the following highlighting marking technique:</p> <p>A pink highlighter will be used for:</p> <ul style="list-style-type: none"> <li>▪ Incorrect spelling of known sounds will be highlighted according to the Phonic Phase of the child.</li> <li>▪ Missed or incorrect punctuation linking to the grammar the child has already been taught (e.g. full stops and capital letters).</li> <li>▪ Incorrect sentence construction – children will be encouraged to check that their sentences make sense where applicable.</li> </ul> <p>Letter reversals or incorrect letter formation. Pupils will be encouraged to practise correct formation of letters.</p> <p>Year 2 – as the children become more confident throughout the year, they will begin to edit their work (when appropriate) using a colouring pencil to show their amendments.</p>	<p>Correct work will be ticked.</p> <p>Incorrect work will be identified with a . (full stop) and pupils will be given the time/opportunity to self-correct their work where appropriate or the following lesson will address misconceptions. This will be evident in the child's work.</p> <p>Number reversals will be highlighted where appropriate and children will be encouraged to practise correct formation.</p>	<p>Age-appropriate written comment or symbol will refer to the objective of the Science lesson and the topic that the child is covering.</p> <p>An adult may scribe for a child where it is deemed necessary/appropriate.</p> <p>Accurate use of Scientific Vocabulary will be highlighted and inaccuracies will be identified.</p> <p>Children will be given opportunity to self – correct, if appropriate</p> <p><u>'Can I' statements and numerical date to be typed out and stuck in by adult.</u></p> <p>Ticking system to still be applied.</p> <p>Level of support to be clearly indicated by staff            I – independent            TA - Teacher Assistant has supported this child.            T – Teacher has supported child            This can be either written or stamped</p>	<p>Pupils' attitude and response to the topic will be commented upon where appropriate.</p> <p>Spelling of RE words will be highlighted (in pink) if they are spelt incorrectly (appropriate to the age and ability of the child</p> <hr/> <p style="text-align: center;"><b>Other Subjects</b></p> <p>To be marked in line with the learning objective or the skill being taught.</p>

## Years 3 and 4

General	English	Maths	Science	RE
<p>All marking will be completed in a green pen.</p> <p>The following letters indicate the level of support that the child will be given:            I = Independent.            S= Supported.            TA = Supported by teaching assistant.            T = Supported by teacher.</p> <p>For all pieces of work, we will use our 'ticking' system, which indicates how well the child has performed in this lesson against the 'Can I statement:  <b>v</b> next to the Can I statement = the child has fully achieved the objective.            . <b>v</b> next to the Can I statement = the objective(s) are not fully met, and the child will need 'next steps' in order for them to progress further.            . next to the Can I statement = the child will need to revisit this in another lesson.</p> <p>If verbal feedback is given to a child, then this will be evident in the book (annotations may be made about these conversations).</p>	<p>If appropriate, the highlighting mark scheme is used which shows evidence of pupil achievement and what areas they need to work on.  <u>Green</u> – evidence of meeting the objective/ skills taught in previous lessons applied.  <u>Orange</u> – evidence of a grammar error  <u>Pink</u> – spelling error (4 words max per piece of writing), which will lead to 'sp' in the margin, in order for the children to identify their own errors and self-correct (this will eventually lead to children identifying own spelling errors/self-correct and so support will decrease).            NB. The above will used for assessment purposes.</p> <p>Teacher comments may be evident on other pieces of writing where the work has not been highlighted or teachers give verbal feedback so chn can edit to improve.</p> <p>Pupils may be asked to practise particular HFW which are regularly misspelt.</p> <p>Purple 'polishing' pens will be used by pupils for editing work, when they are able to self-edit.</p>	<p>Incorrect work will be identified with a . and pupils will be given the time/ opportunity to self-correct their work where appropriate. This will be evident in the child's work.</p> <p>Number reversals will be highlighted and children will be encouraged to practise correct information.</p> <p>Children will self-assess each piece of Maths' work.</p> <p>Children are expected to correct errors.</p> <p><b>v</b> - no comments made</p> <p><b>v.</b> - a next step will be given which children need to respond to.</p>	<p>Written comments will refer to the objective of the Science lesson and the topic that the child is covering.</p> <p>An adult may scribe for a child where it is deemed necessary/ appropriate.</p> <p>Accurate use of Scientific Vocabulary will be highlighted and inaccuracies will be identified.</p> <p>The comments written in a child's book should be Science related.</p>	<p>Pupils' attitude and response to the topic will be commented upon where appropriate.</p> <p>Spelling of RE words will be highlighted if they are spelt incorrectly.</p> <p style="text-align: center;"><b>Other Subjects</b></p> <p>To marked in line with the learning objective or the skill being taught.</p> <p>Some subjects (such as topic) may be marked using self-assessment grids.</p>

## Years 5 and 6

General	English	Maths	Science	RE
<p>All marking will be completed in a green pen.</p> <p>The following letters indicate the level of support that the child will be given:            I = Independent.            S= Supported.            TA = Supported by teaching assistant.            T = Supported by teacher.</p> <p>For all pieces of work, we will use our 'ticking' system, which indicates how well the child has performed in this lesson against the 'Can I statement:  <b>√</b> next to the Can I statement = the child has fully achieved the objective.            . <b>√</b> next to the Can I statement = the objective(s) are not fully met, and the child will need 'next steps' in order for them to progress further.            . next to the Can I statement = the child will need to revisit this in another lesson.</p> <p>If verbal feedback is given to a child, then this will be evident in the book (annotations may be made about these conversations).</p>	<p>If appropriate, the highlighting mark scheme is used which shows evidence of pupil achievement and what areas they need to work on.  <u>Green</u> – evidence of meeting the objective/ skills taught in previous lessons applied.  <u>Orange</u> – evidence of a grammar error  <u>Pink</u> – spelling error (4 words max per piece of writing), which will lead to 'sp' in the margin, in order for the children to identify their own errors and self-correct (this will eventually lead to children identifying own spelling errors/self-correct and so support will decrease).            NB. The above will used for assessment purposes.</p> <p>Teacher comments may be evident on other pieces of writing where the work has not been highlighted or teachers give verbal feedback so chn can edit to improve.</p> <p>Pupils may be asked to practise particular HFW which are regularly misspelt.</p> <p>Purple 'polishing' pens will be used by pupils for editing work, when they are able to self-edit.  <b>NB/</b> from Spr, Y6 'sp' and highlighting cannot be used as chn need to identify errors + self - correct (moderation)</p>	<p>Incorrect work will be identified with a . and pupils will be given the time/ opportunity to self-correct their work where appropriate. This will be evident in the child's work.</p> <p>Number reversals will be highlighted and children will be encouraged to practise correct information.</p> <p>Children will self-assess each piece of Maths' work.</p> <p>Children are expected to correct errors.</p> <p><b>√</b> - no comments made</p> <p><b>√.</b> - a next step will be given which children need to respond to.</p>	<p>Written comments will refer to the objective of the Science lesson and the topic that the child is covering.</p> <p>An adult may scribe for a child where it is deemed necessary/ appropriate.</p> <p>Accurate use of Scientific Vocabulary will be highlighted and inaccuracies will be identified.</p> <p>The comments written in a child's book should be Science related.</p> <p>Highlight use of key words in Years 5 and 6 in green.</p>	<p>Pupils' attitude and response to the topic will be commented upon where appropriate.</p> <p>Spelling of RE words will be highlighted if they are spelt incorrectly.</p>
<b>Other Subjects</b>				
				<p>To be marked in line with the learning objective or the skill being taught.</p> <p>Some subjects (such as Topic) may be marked using self-assessment grids.</p>