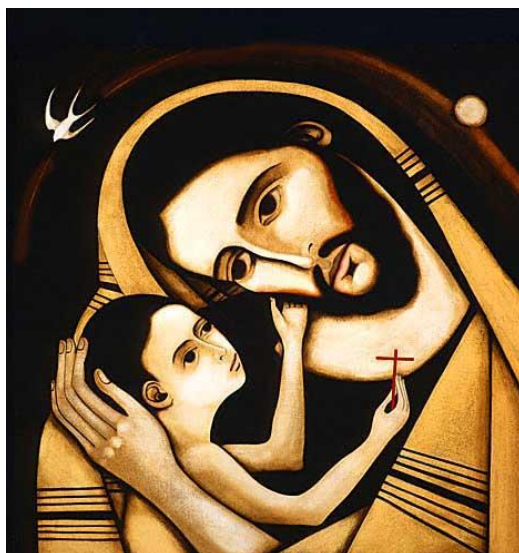




St. Joseph's Catholic Primary

School Clydach



Marking Policy

Date of Review: Nov 2020

Signature:

A handwritten signature in black ink, appearing to be 'P. Jones'.

St. Joseph's Catholic Primary School

Whole School Policy for Marking

School Mission Statement

'Together in Christ – Living, Learning and Growing.'

Introduction

Effective marking is an essential part of the education process. It should focus on the learning objective and by its nature, assess whether such learning has taken place and aim to move the children forward. It is a dialogue between pupils and teachers. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. The quantity of feedback should not be confused with the quality. All marking should be meaningful, manageable and motivating.

Marking at St. Joseph's will have two elements:

1. It will provide feedback about the achievements and development of pupils by:
 - highlighting success;
 - helping the children to focus on aspects which need more attention;
 - making positive and constructive comments;
 - valuing the contribution and effort of the child.
 -
2. It will encourage pupils to reflect on their learning and indicate the next steps forward by:
 - informing the child how his/her work might be improved;
 - providing next steps for future development;
 - encouraging a response from the child;
 - helping the child assess his/her own work.

When teachers mark they should:

- Mark all work,

- Where possible give immediate verbal feedback. More 'ontask' marking is being implemented. Mark work reflecting the learning objective - double tick when the learning objective is evident. Tick all correct answers in mathematics. A maximum of three incorrect answers to be marked with a spot. Incorrect answers in excess of three to be left unmarked;
- Green highlighter pen will be used to highlight when success criteria has been achieved and marking pen underlining corrections to allow for use of purple pen by pupils to show impact of marking.
- SpAGH
- The use of 'next step' stamp will be used to 'feed forward' the child's learning where appropriate; the child can act upon it.
- Encourage pupils to respond to comments by using designated DIRT. time. (dedicated improvement and reflection time)
- Use of Driver words to mark RE.
- Teachers covering lessons to initial work and write 'supply.'
- TA's to initial and write TA. Also to indicate the level of support by putting S and ticks next to the S (more ticks will indicate a higher level of support).

Please see marking grid.

Pupils should:

Pupils should be encouraged to read comments in their books regularly and to reflect on their work – looking for improvements against targets.

- Be made aware of marking criteria;
- Be given time to read the teacher's comments and take necessary action;
- Be involved in responding positively to each other's work.

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. This is not a requirement for pupils to provide a written response to feedback: it could simply be that pupils should act on the feedback in subsequent work.

Self/ Peer Assessment

Pupils should be given the opportunities to self and peer- assess their work. (SA/PA)

Marking Spelling

SPaGH

To keep standards high across all subject areas SPaGH is to be implemented but not at the detriment of the lesson focus especially within a subject such as R.E. expectations have been identified for each class.

KS2 – incorrect words maximum of three (particularly selected to correct for a specific reason) should be underlined. Children should consult a dictionary or wordbook to find the correct spelling.

FP – children should be trained to know what action needs to be taken in respect of words incorrectly spelt i.e. find word on display or in word bank.

Implementation

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

The implementation of this policy is the shared responsibility of all staff. It will be kept under review and evaluated as part of the School Development cycle.

Child Protection - The United Nations Convention on the Rights of the Child (CRC)
is at the heart of our school's planning, policies, practice and ethos.

As a rights- respecting school we not only teach about children's rights but also model rigl...
and respect in all relationships – Linked to Articles 3, 12, 16, 19, 20, 21, 25, 27, 28, 30, 34, 36, 39, 42
(CRC)





OUR MARKING CODE

VF Verbal feedback
 PA Peer Assessment
 SA Self Assessment
 . Maths mistake
 S support

S ✓ adult input

S ✓ ✓ more adult input

1:1 1 to 1 work with an adult
 - spelling mistake



Impression = 28 mm Diameter

Well done your next step is

✓ ✓ Learning objective achieved

○ Capital letter or punctuation mistake

Green highlighter to be used to identify success criteria achieved

All work to be marked in a different colour to child's work