

Excellence Together, Learning Through Faith.



St Mary's C of E VA Primary School

As a Church School we seek to ensure that the ethos and principles of Christianity underpin the experiences of the children in our care.

“St Mary’s is an inclusive school and respects and values the diversity of the Community”.

Marking Policy

Adopted at St Mary’s School: February 2017

Date for next review by Academic Standards Committee: By February 2019

Signed: Date:

St. Mary's CE Primary School, Northchurch

Policy for Marking

Overview

To ensure that all children's work is marked in such a way that it will further their learning, help to secure good progress, develop their self-confidence, raise self-esteem and provide opportunities for self assessment.

As a result of this policy marking will drive pupil progress.

Principles

- The marking of children's work, both written and verbal, should be regular and frequent
- Marking should identify specific strengths before identifying points for development
- Marking should lead to an action by pupils which develops them further
- Marking procedures and marking standards should be consistently applied across the school
- Marking should be used to inform teachers' judgements concerning children's progress and to inform teacher records and reports

Guidelines

The following agreed procedures for marking children's work should be implemented by all staff:

Marking alongside the child

- Marking is most effective when carried out alongside the child. This tends to be when working in a group or in guided sessions
- This involves as much verbal feedback (VF) as possible
- Sometimes it may only involve verbal feedback, in which case VF will be written on the work.
- Verbal feedback includes acknowledgement of good features, suggestions of areas for development and next step comments
- Sometimes verbal feedback is accompanied by annotation (writing on the children's work)
- Verbal feedback without annotation should not be given too frequently, as the school expects to see evidence of written feedback regularly provided on work.

Marking away from the child

- Always involves a form of annotation
- Should encourage self-improvement of work by pupils

Marking symbols

The following marking symbols are used to aid the speed and efficiency of marking, though it is stressed that where possible, more thorough written feedback should be given.

LO met or ✓	Learning objective achieved
“FS”, ● or stamp	Full stop needed
“Sp” in margin, or word corrected	Incorrect spelling
//	New paragraph
Letter circled or corrected	Capital letter needed
“P” or “Punctuation” in margin, or mistake corrected	Missing/incorrect punctuation
?	Don’t understand
😊 or ✓	Good work (relating to objective)
→	Next step

- Symbols are shared with pupils and time given to respond to marking
- Good elements in work are highlighted along with areas for development. Comments are made as to why these areas have been
- Good elements are recorded first, making an evaluative comment relating to the learning objective and the element for development is indicated by an arrow
- Comments should regularly include an action for the pupil to complete
- Pupils are given time to read and respond to marking at least 2-3 times a week
- Responses are acknowledged

Peer assessment

- Children should share and comment upon work, referring to where the learning objective and success criteria have been met and identifying areas to be improved
- Pupils are shown how to effectively peer mark each other’s work

Children self-assessing their own work

- Children are encouraged to improve their work once it has been completed
- A traffic light system is used for self-evaluation. Children should refer to the learning objective and success criteria when using the traffic light system to record their self-evaluations
- Children re-read work and record their own successes and areas for improvement

Helping children to be independent markers

- Children are given opportunities to evaluate example texts
- Children are given the opportunity to offer their own work for evaluation by the class

Monitoring and Evaluation

The Head teacher, deputy, SLT and subject co-ordinators undertake regular work scrutiny to monitor the implementation of this policy.

Foundation Stage

Marking children’s work in the Foundation Stage should be done verbally with pupils at all times, although comments may be recorded for learning journals or assessment. A positive comment should be given, related to something they have done well. Pupils are then encouraged to identify the best features of their work and something that needs to be improved.

Marking of homework

CM014

Homework is acknowledged but not marked in-depth. For further details, please refer to the school's homework policy.

Marking of spellings

For marking of spellings please refer to the school's spelling policy.