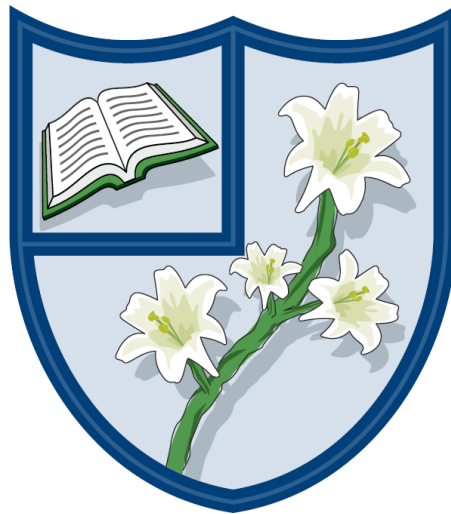


# St Mary's Catholic Primary School



## Marking Policy



Bishop Chadwick  
Catholic Education Trust

## Marking and Assessment for Learning Policy

### Rationale

Marking children's work is a vital part of teacher, peer and self-assessment. At St Mary's Primary School 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, allow them to take ownership and provide opportunities for self-assessment and personal target setting. Marking and feedback can be oral or written, but should always 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 learning. To this end, we aim to equip children with the desire and 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.

### Aim

At St Mary's Primary School, all children's work will be marked regularly and consistently. 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 and appropriate. Teacher, peer and self-marking will be linked to learning objectives and success criteria which will have been clearly identified in planning and at the start of every session. Marking will be used by the teacher and child to agree next steps in learning. Time will be built in during lessons to reflect and respond to marking.

### Implementation

The following agreed procedures for marking and feedback of children's work will be implemented by all staff.

Range of AfL strategies in use at St Mary's:

- Talk partners – sitting side by side and not facing each other.
- Self assessment
- No peer assessments due to COVID 19 procedures
- Differentiated Success Criteria
- Learning displays
- Feelings display and 'What makes you feel proud' books/boards/certificates etc.
- Traffic lights / thumbs up.

### Teacher Marking

'Pink for think' and 'Green for go'

- Teachers use green highlighters/pens to show where objectives are met or exceeded; pink highlighters/pen to indicate where children can improve or extend their work.
- Comments at the end of work will be completed in pink and green. Green would indicate successful aspects of a child's work and pink will be next steps.
- Green will outweigh pink.
- Children will address the pink marking and edit their work at the start of the following lesson. This should be shown in purple pen. If the pink/green comment made by the teacher doesn't require a response then the child should initial the work to show the comment has been read. If a child's work has been marked 100% correctly then a challenge should be set in pink.
- Teachers will pay attention to phonics and spelling patterns in literacy work. The marking will address misspellings. They will be underlined with a pink line (KS1 and KS2) and written in pink at the bottom and the child will copy out at least three times (KS1). Where spelling logs are used, these words should be transferred.
- The children will write their initials in purple pen alongside any comments (unless they complete a task), to evidence that they have read feedback given. Corrected spellings should be written in purple.
- Teacher should write VF if verbal feedback has been given on a target.

### Self Marking

- There will be an increased amount of self marking evident in books.
- Children will be encouraged to highlight their own work in relation to the objective using a purple pen.

### Rewards

The marking of work will help children develop in all curriculum areas. It will be using to celebrate success and encourage the children to work hard and always try their best. The following awards may be used to celebrate learning:

- Stickers and stamps smiley faces, (or other in class rewards)
- Golden time
- Verbal praise
- Visualising and showcasing best work using airserver.
- Sharing work with other classes, teachers and senior leaders
- Sharing with parents via oral feedback, website and newsletter
- Star of the day/certificates
- Golden Awards
- House points
- Mathematician of the month.
- Class Dojos

### Marking code

It will be assumed that all work is independent unless the following codes are added

- G Guided
- T Teacher/TA support

Mistakes worth noting will be identified through other symbols:

- // new paragraph
- Highlight punctuation error
- ^ Missing words
- √ Tick correct answers
- X or. Incorrect answers
- \_\_\_\_\_ Underline pertinent spelling errors.

### How will we show progression throughout the school?

Teachers/TA's to indicate level of support given throughout school using code:

TD= Teacher directed TA = Teaching assistant

Challenges will also be provided.

## **Foundation stage**

- In the Foundation Stage children are given feedback orally in a way which encourages them to value their learning and to be aware of their next steps.
- Learning journeys develop next steps from observational assessment.
- There will be simple comments related to the learning objective and oral feedback, along with stickers and stamps. The pink and green comments can be introduced when appropriate.

## **Key stage 1**

In this phase the aim is to get the children more actively involved with the feedback process while continuing to value their achievements. Children should become increasingly confident about identifying their next steps.

- Teachers to indicate level of support given using code:
- T= support
- Teachers to deep mark core subjects using pink and green for growth system in line with policy. Green pen to note successful aspects of the child's work. Pink comments to provide guidance in the form of a scaffold, prompt or reminder. By identifying next steps we should be allowing children the opportunity to work on these steps so marking is meaningful.
- Children will have a chance to reflect on what has been marked on all days; this could be self-reflection or it could be a discussion with teacher / TA / peers. Children will strive to respond next to the comment with their initials daily written in purple.
- Self and peer marking can be introduced in year 1 and used more regularly by year 2. Children will use a purple pen.
- Targets should be reviewed regularly and responded to by both pupils and teachers.
- Foundation subjects - level of marking as appropriate to piece of work.
- Simple, child generated success criteria should be used regularly to help children and adults structure their feedback.

## **Key stage 2**

Emphasis throughout this phase should shift towards the children becoming more responsible for self and peer marking allowing for age and ability. They should be taking on more ownership and responsibility for their learning and have a secure knowledge of their next steps.

- Teachers to deep mark each core subject in line with policy. Green pen to note successful aspects of the child's work. Pink comments to provide guidance in the form of a scaffold, prompt or reminder. This should be clearing up misconceptions and identifying next steps allowing children the opportunity to work on these steps so marking is meaningful.
- Children will respond in their books on a daily basis – ranging from at least writing their initials next to the marking, to feeding back why areas were pink or green or making amendments. Children will do this in their purple pens.
- Targets should be reviewed regularly and responded to by both pupils and teachers.
- Foundation subjects - level of marking as appropriate to piece of work.
- Peer marking and self- marking (in a purple pen should be used as much as possible to provide immediate feedback so that children can move on in their learning during the lesson. (Teachers will need to plan in time for the children to act on their feedback).
- Success criteria should be regularly used to give structure to children's and adult's feedback.
- For all key stages: In the event that a child's work is all correct an Improvement Point question or challenge should be posed to widen the child's understanding to a greater depth.

### **How will we measure our success?**

- Children will have a more clear idea of their next steps and how to achieve them.
- Children will have more ownership of their learning and be more motivated during lessons.
- Children will value teachers' marking more and it will be more meaningful to them.
- Children will take more risks and push themselves to achieve more.
- Children's self-esteem will rise as they find it easier to achieve success.
- Teachers' time and expertise will be used more effectively.

### **Other Aspects**

- All work will be dated, with clear learning objective and underlined
- Pupils should be aware of expectations or success criteria and the work should be marked accordingly.
- Learning Objectives and Individual Targets should be clearly identifiable.

### Roles and Responsibilities

#### **Governors**

- To ensure that the school shares, implements and monitors this policy
- To ensure that the policy is reviewed at least every 2 years

#### **The Head teacher /Deputy Head teacher / SLT**

- To ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on children's learning
- To ensure the effective implementation of this policy.
- To regularly monitor the implementation and effectiveness of this policy
- To provide feedback to Governors on the effectiveness of this policy

#### **Teachers and classroom Support**

- To implement this policy and follow the identified guidelines.
- To ensure that children's work is marked appropriately, positively and within appropriate timescales.
- To provide workbooks for scrutiny as required and to act on any feedback given.
- This policy will be reviewed as necessary. Monitoring of marking and feedback will be done in line with the monitoring and evaluation schedule

#### **Monitoring and Review**

The Senior Leadership team will be responsible for monitoring the implementation of this policy by scrutinising books and looking at examples of work every half term. The desired outcomes for this policy are improvement in children's learning and the raising of standards across the curriculum. Children will be proud of their work and feel a greater sense of achievement and ownership.

## COVID 19

- Where possible, leave books for 24 after the children have completed their work before marking it.
- Wash or sanitise hands prior to marking books and between books.
- Sanitise lower arms if leaning on books while marking.
- Clean pens down prior to marking and afterwards.
- No peer making.
- Electronic marking where possible, e.g. Clasdojo, seesaw, plickers, google classroom, my maths. Lexia, Reading plus.
- Offer individual and whole class verbal feedback to address misconceptions.
- Hot and cold writing pieces to be read and guidance given following guidelines.
- RE, SPAG, reading, maths, handwriting, French, science, history and geography to be self-assessed following explanation and guidance from the teacher. This should be built into the lesson time.
- Photo of work taken on iPad and shared on the Airserver to demonstrate how to mark own work.
- Challenges to be given verbally or shared on screen and children write in their book using the heading challenge.
- All children to have their own equipment in their tray- no sharing of equipment.