

ST JOHN AND ST JAMES C OF E PRIMARY SCHOOL



Marking Policy

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VISION & VALUES OF ST JOHN AND ST JAMES

Our vision is to create an inclusive community of aspirational learners, children, families and colleagues, working collaboratively and respectfully within a happy, nurturing environment where all flourish and achieve. Pupils are given extensive opportunities through an exciting and engaging curriculum, through which our Christian values are woven.

‘I have come that they may have life, and have it to the full’.

John 10 verse 10

St John and St James C of E Primary School

MARKING POLICY

When we are marking children's work, we aim to provide all pupils with positive experiences that provide meaningful interactions between teachers, other adults and pupils drawing on our Christian values of perseverance, respect and community. We strive to ensure that all children flourish and that they become reflective learners, who understand that improvement ensures that they are able to reach their potential, enabling them to live life in all its fullness. To do this we use marking strategies that are fair, purposeful and demonstrate high but achievable expectations. Pupils' achievement and attainment is communicated to them through oral discussion, written comments and display of their work. Wherever possible, work is marked through dialogue with the child.

The purpose of feedback and assessment

- To provide a consistent approach to marking across all Key Stages.
- To provide children with constructive feedback.
- To enable children to identify both strengths and how to improve their performance.
- To inform the teacher of children's progress and needs for future planning.
- To motivate a child through celebrating success.

Principles:

- There is a consistent and manageable method of feedback, assessment and pupil response throughout the school
- Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson.
- Marking should relate to the learning intention.
- All adults working with children are involved in giving feedback.
- Children are given opportunities to respond to feedback and to make improvements to their work.
- Clear strategies for improvement are given.
- Feedback and assessment are used to inform future planning and target setting.
- It should be manageable for teachers and children.

- Lessons where children can look at marking and edit their writing should be planned for.
- Agreed marking symbols to be used (see below).

Work is assessed and feedback given in a variety of ways:

- Live feedback within a lesson
- Small group and one-to-one conferencing after a lesson
- Distance written feedback after a lesson
- Whole class feedback
- Self and peer assessment

Live feedback within a lesson:

- Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.
- Live marking can be verbal or written.
- If a child has needed help within the lesson, the adult giving the help will indicate this by initialling the work. This will support the teacher's summative assessment at the end of each term.
- Where verbal feedback has been given, this is recorded in children's books by the adult using the letters VF. There is an expectation that the child will respond to verbal feedback at the moment it is given.

Small group and one to one conferencing after a lesson:

- A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps.
- Conferencing sessions are recorded in children's books in the same way as verbal feedback.

Next steps marking (Distance written feedback):

- When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to children.
- Next steps marking can be used to identify an area for improvement, address misconceptions, consolidate learning or provide challenge.
- It may scaffold understanding i.e. give examples of what children could be doing.
- Teachers exercise professional judgement about the level of written marking that is required.

- Lengthy written marking is not a proxy for effective feedback.
- Highlight Learning Intentions/Success Criteria.

It is imperative that children are given time to read feedback and respond to next steps marking.

Whole class feedback:

- This works when similar feedback is given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self and peer assessment.

Self-marking:

- Children mark their own work with a blue pen and have opportunities to correct (tick or fix) as they go along.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

Peer marking:

- Children give feedback verbally. This is recorded by the child receiving the feedback. ‘My friend said that I need to remember commas after fronted adverbials.’
- When work is peer marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

Written marking: Maths

- Work is marked in green pen with a comment – tick successes rather than highlight.
- Errors should be indicated with a dot.
- Next step task indicated with an arrow at the bottom of their work
- Lesson intention is fully highlighted in yellow if LI has been met and a motivating comment made.
- Lesson intention is fully highlighted in green if LI has not been met and will be accompanied by a next step task – see above.

*Work in Maths No Problem workbooks **must be** tick marked, dated and an indication given of the level of independence.

Marking relating to spelling

Foundation Stage

- Children can be provided with lines to practise the correct sound when working with an adult.
- Acknowledge a correctly spelt high frequency word with a double click.

Key Stage 1

- Words that should be spelt correctly by the children should be underlined and then corrected. These include words covered in spelling lists.
- Words that have been attempted but are beyond the child's capabilities can be written above by the teacher.
- There should be no more than two or three per page.

Key Stage 2

- There should be a circle put around the words which children should be able to spell.
- Difficult or unfamiliar words can be written by the teacher.
- There should be no more than three or four corrections on a page.
- Dictionaries can be used for corrections.

Marking related to punctuation

Key Stage 1 and 2

- Any missing capital letters or full stops are indicated by a line underneath and should be corrected.
- Question marks, exclamation marks and speech marks can be put in by the teacher.
- A reminder or comment by the teacher where appropriate.

Marking related to grammar

Key Stage 1 and 2

- Mistakes should be underlined according to the level of the child.

All work should be marked and dated according to the guidelines contained within this policy. Marking is an important component to assessment, learning and progress.

Marking Symbols

For use by the children:

I = Independent Work

S = Supported Work

P = Partner Work

G = Group Work

For use by the adults:

VF = Verbal Feedback with comment

Learning Intentions should be highlighted as follows:

Success = you have done this well

Growth = you need to improve this

Note-all marking should be completed in **green** pen and all responses in **blue** pen.