

# *St Bernadette's Catholic Primary School*

## Marking Policy

### **Document Purpose**

This document reflects the fact that marking is an important aspect of the school's commitment to the quality of teaching and learning at this school.

### **Audience**

This policy is available for any member of the school staff, parents, governors, advisors, the LEA and OFSTED.

### **Rationale**

At St Bernadette's Catholic Primary School our Mission Statement and School aims promote the development of each child so he/she may achieve his/her full potential. We believe that the marking of pupils' work, be it formal or informal, is an affirmation of the value which we attach to pupil's efforts. We recognise this strategy as instrumental in raising achievement and attainment as part of our School Improvement Plan. Assessment for Learning informs future planning.

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching. The audience for the marking is the children.

**Verbal feedback** will be given to children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class.

**'Light touch' marking** will refer to the learning objective either by a tick or a highlight. Written feedback may be given when necessary and should be short and challenging.

**'Deep marking'** may occur at the end of a unit of work and will provide more detailed feedback for assessment purposes and in order for the children to re-draft their work. This includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. Children should be given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning.

**In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.**

## Principles

Marking should:

Provide meaningful feedback to the child;

Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing motivation for learning;

Inform future planning of lessons;

Enable the teacher to record progress related to learning objectives;

Be manageable for both the child and the teacher

Be relevant – sometimes marking is not necessary.

## Marking Guidelines

We have agreed that teachers will mark the work following the 'Tickled Pink and Green for Growth' technique.

Children will edit and mark their work using pencil or pen.

Teaching Assistants should record the level of support given to the child in completing the work by annotating group / individual teaching plans.

Time should be allocated for children to respond to feedback when deemed appropriate by the teacher.

### **Verbal feedback does not need to be recorded in written form.**

Response partners should be used to allow children to comment on one another's work. Guidelines should be given to children before commencing.

The following agreed symbols will be used consistently across the school when marking and **when appropriate:**

TA – marked by teaching assistant

PA – peer assessment

SA – self-assessment



- Curricular target met

## • **Marking Made Easy**

- Squiggle under a word=weak word- use a thesaurus to find a more ambitious word.
- ^ = insert a good word, phrase or clause.
- R= repetition – you find it and change it.
- ( ) = rewrite this bit so that I can understand it.
- P= punctuation missing or error – you find it and change it.
- ↗ - insert extra section, e.g. develop argument, or character more.
- ? = something wrong here – you find it and put it right.
- // = paragraphs not correct – put it right.
- SP and a word is circled = spelling that needs correcting using a dictionary.
- T and words are underlined = tense is incorrect – put it right.

### **Self/peer assessment**

- Children can evaluate their own and others' work, to identify progress and help the teacher to provide future work. This can be achieved by using a code to allow children to indicate how they felt about their work e.g.

Traffic light evaluation for



I understood the learning objective



I need more practice



I don't understand the learning objective

➤ Highlighting the lesson objective.

This does not have to be recorded in books every lesson.

### **Mathematics**

Marking in mathematics can take the form of pink and green comments. All children must do any corrections before they begin the next piece of work.

### **Geography, History, Science, Music and R.E.**

The learning objective of the lesson should be the main focus of marking with the agreed acknowledgement. Targets should be set for future work only when appropriate. Spelling mistakes should be highlighted in all subjects using SP. This should be manageable for the children.

### **Art / D.T**

It is important that the child knows the focus of the lesson and what the teacher will look for in a piece of art work e.g. line, tone, colour etc.

### **Computing**

It is difficult to mark in the general sense as this subject is concerned with skills like Art, but a clear learning objective for the lesson will indicate where assessment will take place.

## **Science, Music and P.E.**

Verbal feedback for practical work undertaken.

## **Inclusion**

Teaching assistants will under direction of the SENCO and teacher support the specific needs of children in school who are there as part of the inclusion process. 'Practise Perfect Perfect' should be used for writing.

## **Equal Opportunities**

It is the responsibility of all staff that all pupils irrespective of gender, ability, including gifted children, ethnicity and social circumstances, have access to the curriculum (See Equal opportunities Policy)

## **Able and Talented**

Pupils who are considered able/gifted may have their work enhanced through marking that challenges their thinking skills and enhances their learning. Verbal Feedback may be appropriate here. In Key Stage One they may be involved in peer and self assessment at appropriate times.

## **SEND**

Pupils on the SEND Register will have equal rights of access to this policy and its application though it may be inappropriate to mark some work in such a way as outlined above. This will be at the discretion of the teacher and may involve consultation with the SENCO.

## **Monitoring**

This will take place when the co-ordinators and the Head look at the different curriculum areas and monitor the books. This will enable:

- Concerns to be discussed with the member of staff
- Serious concerns referred to the H/T
- Help ensure consistency

Recording of monitoring will be done on a school proforma and kept on file.

## **Evaluation**

This will be done through:

- Children's response to the marking of their work.
- Staff discussion
- Outcomes from monitoring
- Increased and continued effectiveness of marking to maintain standards