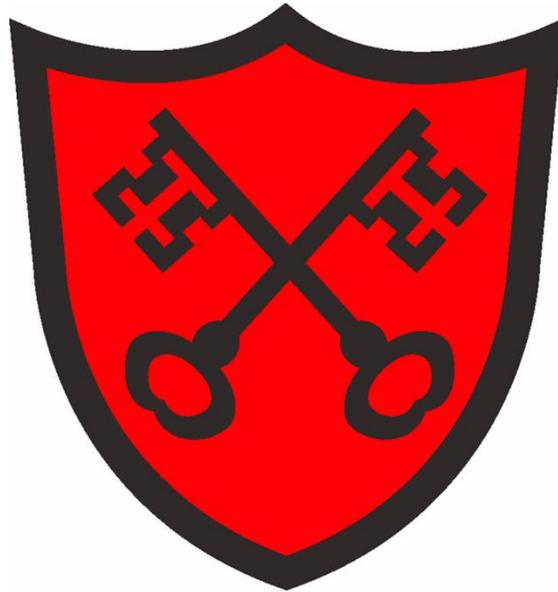


St Alban's Catholic Primary School



Christ Be Our Light

Marking Policy

Adopted by the staff :

Spring Term 2013

Policy to be reviewed:

Spring Term 2015

School Mission Statement

St Alban's school exists to ensure all children believe, achieve and succeed

Rationale

Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Marking through Quality Marking allows for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence. Marking will also be used to inform parents, inspectors and other interested parties.

Effective marking should:-

- Give feedback to children and to inform them of their achievements and the next steps in their learning
- Show work is valued
- Demonstrate appreciation of children's effort
- Inform future planning and learning
- Evaluate and assess children's learning
- Help parents to understand the strengths and areas to develop in their children's work

Marking Procedures

- Green pen will be used to mark
- As far as possible, marking will be done daily or when a piece of work is completed
- Marked in relation to shared learning objectives and the child's attainments
- As far as possible, time will be spent with the child to ensure they understand the comments and the targets set
- There will be two types of marking; **Distance and Intense**
Distance marking will be work which has been collected by the teacher and acknowledged appropriately
Intense marking will be work which is marked in conjunction with the child in a group situation or a substantial piece of work requires more detailed feedback
- Teachers writing to be neat and legible.

Children will respond to marking

- Encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives and any previously individually set targets in their books
- Encouraged to reflect after marking and take the opportunity to correct, practise or recognise how to further their understanding
- **Self Improvement Time (SIT)** will be timetabled each week to enable children to have the opportunity to evaluate their previous weeks work, before Monday assembly.
- A particularly successful piece of work may be awarded with a sticker, stamp house point or headteacher's award, in line with the school's system of rewards

Quality Marking

- Marking will focus on what the children are learning and trying to improve
- Marking focuses on specific taught items: concepts, skills and knowledge, so that the feedback encourages development of the learning

- Marking is only of value if comments are read and/or responded to/ regarded.
- Ideally marking should become a part of the developing dialogue resulting in pupil progress for example; a pupil writes, the writing is marked and the pupil incorporates suggestions into their next piece of work. This is best done during a unit of work e.g formative rather than summative.
- We believe that correcting has its place in marking but only when it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil is to improve his/her work, which errors and how many will depend on many factors. Comments can be made verbally or in written form to communicate the teacher's message. In the case of Foundation stage and KS1 pupils, feedback needs to be as immediate as possible.

We constantly assess the children's work, establishing their achievements in different ways

Showing success "two stars"

The teacher finds two best places in the child's work at pertinent points in the unit of work, fewer places for younger children, which link with the learning objective and then highlight these. These successes should be in the context of the full ability range, so those different children could have anything from one word to a couple of sentences highlighted.

Indicating improvement- "a wish"

An arrow is used to indicate precisely where on the work improvement could be made. The improvement is then made at the end of the pupil's work.

Giving an improvement suggestion: Peer and self assessment

An improvement suggestion is written/asked for/by the teacher/self/another child to help the child know how to make the specific improvement. There are three main types of improvement prompts:

1. **The reminder prompt** ~Simply reiterates the learning objective.
2. **The scaffolded prompt** ~Involves the teacher/child making a suggestion on what could be written and giving it back to the child.
3. **The example prompt** ~Models a choice of possible improvements, but asks if the child has an idea of his or her own.

We will ensure that time is allocated within the day for pupils to respond to their written /oral comments by the class teachers in order they can act upon the development points, if appropriate ie same topic.

Oral Feedback

It is important for all children to have oral feedback (OF) from a teacher depending on the task. This dialogue should focus upon successes.

Acknowledgement marking

There maybe times when a pupil marks their own work, such as after a timetables test or spelling test. A tick will be used to acknowledge the marking done by the pupil.

Peer and self-assessment

For peer assessment, the same concept of identifying areas of strength and those to develop will be used. Much of this will be done orally and children will use the following two simple phrases:

This is good because.....

It would be even better if....

Self-assessment

The children will use a RAG (Red, Amber, Green) smiley faces system so to inform the teacher how well they believe they achieved the learning objectives

Red-I have not attained many of the success criteria and would like support

Amber-I have attained enough of the success criteria to build on my understanding- child to say what it is they would like to look at

Green-I have attained most, if not all the success criteria

In KS1 a RAG rating system will be used in the plenary sessions such as thumbs up and down and in between, as above.

Children should become self motivated learners and will be encouraged to continuously look to improve and challenge themselves.

KEY STAGE TWO MARKING SYMBOL CODE

Written work

Each child will be asked to review and self-check work.

Incorrect part of spelling will be underlined, as appropriate.

^ Omission mark to be used for missing word in sentence.

~ Incorrect grammar.



Punctuation missing - ' , . ! ?

SP Spelling

O Capital letter needed/misused.

/ New line (within text).

// New paragraph (within text).

See me please - if significant difficulties are evident.

? Meaning not clear.

Numeracy/Science

✓ Correct.

X Incorrect. (This will be used sensitively)

? Not clear.

See me please.

Try again

Show method of getting the answer

Correction Procedures

- Corrections will be completed underneath or nearby to work
- Rubbers will not be used for corrections unless directed by the teacher
- Errors will be neatly crossed out with a pencil and ruler
- Incorrect spellings may be placed in the child's spelling books (Yr 1 upwards)

Marking may be done by:

- Teacher alone (It will be assumed that all marking is done by the teacher unless otherwise highlighted)
- Teacher alongside child (Teacher's comments)
- Child alone (self marking) (smiley face)
- Other children (Peer marking) (Peer's signature)
- Oral Feedback (OF with date)
- Group work (GW with date)
- Teaching Assistants (TA with date)
- Supply teachers (ST with date)

Policy written and adopted by staff - **Summer 2013**

Ratified by Governing Body- **Summer 2013**

Date to be reviewed **Summer 2015**