



ST CHARLES'
CATHOLIC PRIMARY
SCHOOL

MARKING
POLICY

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<u>AGREED: SEPTEMBER 2014</u>	<u>NEXT REVIEW: SEPTEMBER 2016</u>

St Charles' Catholic Primary School

Marking Policy

At St Charles' Catholic Primary School we believe that marking should provide constructive feedback. It should focus on the child's success and improvement needs against learning intentions. All children should be encouraged to become reflective learners and to close the gap between current and desired practice; sometimes this will be done through marking and sometimes through oral feedback, either individually, to guided groups or to the whole class.

Marking and feedback should:

- Be manageable for the teachers;
- Relate to learning objectives which have been shared with the children;
- Involve all adults working with the children;
- Give children opportunities to become aware of and reflect on their learning needs;
- Give recognition and appropriate praise for achievement;
- Give clear strategies for improvement;
- Take account of the child's previous level of achievement;
- Respond to individual learning needs (eg: one to one marking);
- Inform future planning and individual target setting;
- Have regard to Assessing Pupil Progress (APP) guidelines;
- Be readily understood by the children;
- Use consistent codes throughout the school;
- Be seen by the children as positive and guiding their learning;
- Allow specific time for children to read, reflect, respond to marking and ask for clarification.

Marking Strategies Including Assessment for Learning: Summative Feedback/Marking

This will usually consist of ticks and correction marks and is associated with closed tasks or exercises.

- Not all spelling mistakes will be identified. The number will vary depending on the age and ability of the child. Professional judgment is important here.
- Children are expected to correct some mistakes, particularly in spelling and number work.

- The school marking code is applied.
- Marks are recorded in a positive way (i.e: the number of correct answers in a maths test should be recorded).
- The children will know before they start a piece of work what features the teacher will pay particular attention to when marking.

Correction of Spellings

Put an S through the word, teacher to write the correct spelling, with the child re-writing the word in either their spelling dictionary or note book.

Some KS2 pupils may choose to reinforce learning through use of dictionary.

Formative Feedback and Marking

With oral feedback, in the course of a lesson, teachers' comments to children focus firstly on the learning objective. Comments about aspects of presentation, spelling and punctuation in lessons, which are not directed specifically at these issues, are dealt with quietly and discreetly with individual children.

Success Criteria Marking

In quality marking the emphasis is on both the success achieved against the learning objective and identification of the next steps to success.

Focused comment should help the child with closing the gap between what they have achieved and what they could have achieved:

For example:

'What else could you say about the prince?' 'Say something about the prince's personality',

'Try one of these words: handsome, elegant, arrogant'.

With English narrative writing, codes can save time and make the feedback more accessible to the child. Where codes are inappropriate, success and improvement are pointed out verbally or in written form.

- *A **Reminder** prompt (e.g. 'What else could you say here?').*
- *A **Scaffold** prompt (e.g. 'What was the dog's tail doing?'), The dog was angry so he' (Describe the expression on the dog's face').*
- *An **Example** prompt (e.g. 'Choose one of these: He ran round in circles looking for the rabbit The dog couldn't believe his eyes').*

Secretarial Features

Spelling, punctuation, grammar, are not emphasised for every piece of writing because children cannot effectively focus on too many things at once. When work is finished the children are asked to check for things they know are wrong in their work when they read it through.

These secretarial features are continuous objectives and discrete teaching of those appropriate to task as an oral starter would support learning.

Feedback is only given related to the agreed learning outcomes. This will mean that some aspects of writing are unmarked. All objectives will be addressed over time.

Self Marking

Children are asked to self-evaluate where appropriate. Children can identify their own successes and look for improvement points. The lesson's plenary session may focus on this process and support **AfL** strategies.

Self marking is expected to become more detailed as pupils progress through KS2.

Shared Marking

An anonymous piece of work from a child may be used to mark. This models the marking process and teaches particular points at the same time.

Another strategy we will use is to show a piece of levelled work with the same title and discuss the strengths and next steps.

Paired Marking and Talking Partners

Especially in KS2.....

Before the end of lessons, children may sometimes be asked to mark work in pairs.

The following points are important:

- Ground rules (e.g. about listening, interruptions, confidentiality, etc.) need to be established with the class.
- Children may alternatively be asked to point out what they like first, a highlighter pen may be used before suggesting ways to improve the piece of work, but only against the learning intention and not spellings etc: A 3:1 success to improvement ratio is followed, to avoid over criticism.
- Pairings are generally ability based.
- A dialogue between children is encouraged rather than taking turns to be the teacher.
They should discuss each other's work together (e.g. 'I think this bit really shows how the character feels, what do you think?')
- Time is allocated towards the end of lessons, or throughout (to clarify misconceptions) as appropriate, to mark with the whole class or in pairs.
- Marking codes are used as appropriate.

Whole School Marking Code

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful and all staff should adhere to the following St Charles' Catholic Primary School Marking Code.

The agreed code is displayed in every classroom so that all children are aware of the meaning of the various markings wherever they are taught.

Key Aspects Of Marking

The main emphasis for marking feedback is to *give* information to the children about how well they did against the learning intention and NOT for parents or an inspector.

1. Don't give too much feedback; give feedback on where they achieved the success and where they could improve against the learning intention.
2. Where appropriate to support progress/learning, children *have* set lesson time to read marking comments and set time to make small focused improvements.
3. Ensure that **at least once a week** (for Maths and Literacy), the teacher writes a comment to support the pupil's next steps and where appropriate allow teacher/pupil discussions for these next steps

Ensure specific strategies are given on how to improve rather than just reiterate the learning intention. Eg. Instead of 'You need to give a better description here' better *advice* that focuses on HOW to improve the description would be 'What was the prince wearing/ could you describe the prince's face'.

Assessment For Learning:

- Use of AfL 'Peer Marking' & 'Peer Questioning'.
- Talking Partners will be encouraged so learning is reinforced.
- Traffic lights system may be used where appropriate, adding to the verbal marking and feedback of the learning that has taken place in that lesson.