

Holy Name Catholic Primary School

Marking Policy

This policy was updated in February 2017 and will be reviewed in September 2017.

Statement of Policy

To ensure that all children have their work marked in such a way that it is consistent and continuous across each Key Stage and is likely to improve learning, develop self-confidence, raise self esteem and provide opportunities for self-assessment.

Marking should be done promptly and regularly.

Objective

Marking is to be used as part of an assessment procedure to evaluate children's learning. The general marking issues that apply to all subjects are as follows.

1. Marking should be selective if it is to be purposeful. Detailed marking may only really be necessary at the beginning, middle and end of a particular concept being taught, unless there is a specific reason, e.g. close monitoring a particular child's progress.
2. To consider the aim/purpose of the teaching throughout the taught lesson and to focus the marking of subsequent work on the evidence of attainment of that aim. Secretarial marking is kept to a minimum. The purpose of marking is to help the pupil make progress in terms of the skills that they can demonstrate **independently** in the particular subject area.
3. Marking should inform planning, be diagnostic and enhance learning by helping pupils to understand how work can be improved.
4. We aim to mark positively whenever possible, to have high expectations of the content, accuracy and presentation of children's work.

Aims

1. To recognise work that is good.
2. To indicate to children what they must do next to achieve progress.
3. To encourage pupils towards producing a pre-set standard of work.
4. To give evidence of teacher interest, and that children's work is valued.
5. To develop children's confidence, and promote greater learning.
6. To develop self-appraisal and pride in their own work and achievements.
7. To develop the ability to accept constructive criticism and correction.
8. To form the basis for Teacher Assessment.
9. To target set to give realistic goals and focus on child's learning potential.
10. To engage children in a dialogue so that they can evaluate their own work.

11. To celebrate achievement both with the pupils and their parents.

General Marking Issues

Children's work should be marked as soon as possible. **In Key Stage 1, teachers should try to give verbal feedback, orally address misconceptions and discuss what pupils need to know to make progress during a lesson. KS1 teachers do NOT have to write a written comment on every piece of work for every child. They should only do so if they feel that the pupil is able to comprehend a written comment and would benefit from responding to it to improve performance/outcomes. (KS1 teachers must still use the coloured highlighter pens system as detailed below.)**

Pupils should complete work in pencil or blue pen (if using a pen is appropriate for a pupil). Green pen should be used by the teacher for marking. Stickers, smiley faces and other merit rewards can be used as age appropriate. The child's name should be included in your comments, in order to personalise them for pupils. Pupils should always be afforded the opportunity to respond to a teacher's comment using red ink.

The learning outcome for the lesson should be indicated in some way on the page by the child (as the lesson title, for example) and the main marking points should relate to that learning outcome to ensure that marking is focused at improving a particular skill.

Children need to know that the comments are important and need to be looked at, so incorporate time for this in your lesson. Encourage children to respond to your comments. If appropriate, allow children time to redraft a piece of work or practice a particular skill again if they have found it challenging. Work must be annotated to describe the work situation, for example "S" to show support from an adult was given in the lesson or "I" to reflect that the task was undertaken independently. "VF" may be used by the teacher to show that verbal feedback was given to the child during the lesson. Where children have received support or feedback in a lesson, there is no need for detailed written comments in their books.

Coloured highlighter pens are to be used for marking as follows:

green – to highlight an aspect at which the pupil has been successful to reinforce good practice for future work (green for go);

pink – to highlight a weaker aspect that the pupil can work on to achieve progress **or to encourage the pupil to apply the skills that they have demonstrated in a lesson to independent work** (pink for think).

After trialing their use, it has been agreed by consent of staff to use highlighters for all written work in KS1, but only for Maths, English and Science in KS2.

Marking should be carried out with the learning objective for the lesson in mind, **therefore, comments must be subject specific (do not make comments about English in other subject areas, for example)**. Comments need to be understood by the child, (remember your audience). Marking needs to take into account the needs, skills and targets of the child.

Marking can be carried out by a Teacher, NNEB, Teaching Assistant, a child (self assessment) or other children (peer marking).

When leaving work for a Supply Teacher, always provide them with a copy of this policy and make them aware that they are expected to mark any work for the period that they have covered your class.

English

Wherever possible, children should receive verbal feedback when they are practising a particular writing skill (such as a specific sentence structure or piece of punctuation for example). Pupils should be given the opportunity to self-evaluate as much as possible, such as traffic lights or three stars and a wish.

Detailed written feedback need only be given when pupils are attempting to write a particular text type at the end of a unit. This could be done in the form of a success grid, taken from the success criteria established by the children during the course of the unit from the class working wall. In this way, children should be aware, prior to beginning the writing task, what is expected of them. Children will use a tick box and highlighter pens to identify their own successes and teachers will tick box and add a comment to point the pupil towards the next step for further progress. **NB if success grids are used, then the writing cannot be classified as “independent”.**

Teachers should always model neat, legible handwriting in their own writing/comments.

Prior to children writing in their Big Writing books at the end of each unit, an initial draft in their English books may be marked by the teacher. **NB in order for the work to be classified as “independent”, any comments praising a successful aspect and or to highlight an area for improvement must be non specific.**

Neat legible handwriting by all ages of children should be expected and encouraged.

Any teacher comments should be encouraging and constructive. Younger children need verbal, face to face comments. Use smiley faces and stickers, particularly where children cannot read written comments. Praise is very important to all ages and abilities of children.

For Year 5 and 6 children it is recommended that some work be marked against the “I can statements” in the exemplification materials so that pupils have some understanding of where they need to be for the various bands at the end of Year 6.

For Key Stage 1 pupils, teachers may focus on one group per week for detailed feedback, assistance and support. Teachers should work through a rota to ensure that all pupils receive such detailed feedback on a regular basis.

MATHEMATICS

Marking is undertaken to help members of staff to identify, analyse and correct errors and misconceptions in pupils' knowledge, understanding and skills of number.

1. Use green pen – avoid overuse.
2. Be diligent when marking – check that the number is correct before giving a tick. (It is easy to give a tick when the calculation is incorrect.)
3. Early stages: - it is important for the children to talk about their maths rather than record what they are doing in writing.
4. Infants – any reversed numbers should be corrected by the teacher
5. If the calculation is wrong, the teacher will mark it with a green dot so the child can put in the right answer alongside the existing error e.g. $8 + 7 = 12$.
6. Sample calculations may be written out by the teacher, if appropriate.
7. If a teacher marks three dots in a piece of work, stop marking and interview the child about this piece of work at the earliest opportunity.
8. Write TWM (Talk With Me) if there is clearly a large amount of errors.
9. A tick indicates a correct calculation.

CHILD PROTECTION / PUPILS AT RISK

All Staff are asked to be constantly alert for any signs of abuse to pupils.

If suspicions are aroused by signs of injuries of any kind, neglect, undue emotional disturbance or unusual behaviour, please refer the matter to the Head teacher immediately, who will then inform the School's Child Protection Officer. **A DELAY IN RESPONDING COULD BE COSTLY** Ms Pauline Sloane is the school's Child Protection Officer. Staff will receive Training in Child Protection each year.

APPENDICES TO MARKING POLICY

APPENDIX 1	Suggested Subject Specific Comments
APPENDIX 2	English Marking Code
Appendix 3	Maths Marking Code

APPENDIX 1 Suggested Subject Specific Comments

Suggestions for Teachers - General marking comments

- I am really pleased that you remembered
- Well done, you have been able to ...
- Well done, you have worked hard at, ...
- Well done, you have understood ...
- I like the way you have...
- You have remembered to ...
- With help, you have been able to...

Science

- You have shown excellent prediction skills.
- You have shown you have a clear understanding of this concept.
- You have tried hard to record your experiment well.
- You have drawn and labelled your diagram accurately.

Humanities

- You have understood...
- You have used the research books well to find out...
- You have correctly ordered the...

RE

At the beginning of *Explore and Reveal* section for each topic in the Come and See document, there are level indicators which teachers can use to base comments on, for example (Year 6)

- Well done, you can make links ...
- You can give reasons for...
- You can describe...
- You can show understanding...
- You can identify...
-

NB When marking RE work, only those words that have an RE base should be corrected if spelt wrong.

APPENDIX 2 English Marking Code

Mark	Meaning
Punctuation. When marking punctuation, indicate in the margin that there is a missing piece of punctuation on that line, for example,	
FS	Full Stop
CL	Capital letter.
Ap	Apostrophe
“ ”	Speech Marks
,	Comma etc
Such marking has to be specific to age range and what has previously been taught. You would not expect a child to include punctuation not yet covered by the curriculum.	
Spelling	
Circle around a word. Correct spelling written by the teacher at the bottom of the piece of work	Spelling needs changing (only applies to high frequency words, for example those on the Foundation Stage list and spelling patterns/phonemes that have been taught).
Composition	
^	missing word, phrase or clause
?	request for child to re-read (checking that the sentence makes sense)
R	repetition, child to find it and change it
//	new paragraph needed
Squiggle under writing	this section of text needs to be rewritten in order to make sense
□	insert extra section e.g. develop argument more
P	Try to improve the presentation of future work. (Give suggestions how this could be done, for example “leave gaps between words,” “try to write on the line” or refer to specific letters that are badly formed.
Grammar	
If a child or group of children make persistent grammatical mistakes, for example misuse of pronouns, failure to ensure verb/subject agreement, incorrect formation of the past tense etc, teachers should plan to include revision opportunities in future lessons and encourage children to spot their own errors.	

APPENDIX 3 Maths Marking Code

Mark	Meaning
e	estimate
ch	check
p	presentation
,	Comma etc
?	request that child reviews work to ensure that it makes sense.