

St Joseph's Catholic Primary School

Marking Policy

2015/2016

Rationale:

The marking of work should support each child in raising their own level of attainment, help them to achieve their full potential, build on existing strengths and identify areas for practice, consolidation and improvement. Through effective marking, individual progress can be ensured.

Marking should always be developmental, identifying future targets and providing constructive feedback. Marking should inform each child of what they need to do next to improve.

The methods used for marking work will be applied consistently throughout the school and will be linked to the policy on assessment, recording and reporting.

OBJECTIVES

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
2. To give learners accurate feedback on their progress and achievement.
3. To promote a positive self-image for learners, in accordance with the school ethos, and, through this, encourage them to value and take pride in their work.
4. To celebrate and reward learners' achievement and progress.
5. To agree and set challenging targets for improvement
6. To standardise the marking procedures used throughout the school.
7. To enable learners to self-evaluate their work and take responsibility for setting their own targets when appropriate.
8. To provide evidence for assessment, recording and reporting

STRATEGIES

1. Teachers' oral and written comments will provide clear and easily understood feedback and encouragement for learners.
2. Oral feedback should be given during lessons while the learners are engaged in the learning process.
3. Feedback and marking will celebrate and reward success and let learners know what they need to do next to improve.
4. Feedback and marking will result in clear targets being agreed for improvement.
5. There will, whenever possible, be an opportunity for the child to participate in this process so that there is a shared perspective on feedback and marking, and target setting.
6. If feedback has been purely verbal, this will be indicated by a 'good work' stamp.
7. Written comments by teachers should be specific and succinct.
8. Written comments should be written in the 'Pen Pals' style taught to the children.

9. In depth marking should be carried out at least once a week for English and once a week for maths.
10. Where they are sufficiently skilled, learners will be given responsibility for summarizing oral feedback and recording it themselves.
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12. Peer marking is encouraged as a quality assurance measure for the children's work.
13. There will be consistency of approach through verbal and written marking across the school.
14. Stickers or House points can be given to celebrate and encourage resilience, achievement and progress.

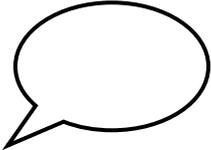
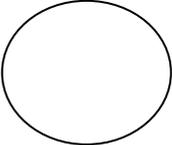
OUTCOMES

Marking and feedback will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learners' achievement and progress. It will be used to underpin clear and accurate feedback to learners and parents. The marking policy will be reviewed on a regular basis by all staff to ensure that it is effective and workable.

Policy Date: September 2015

Review Date: September 2016

Marking

	What the teacher thinks
	A building block
	Verbal feedback given
	Lit - Circle punctuation errors or missing capital letters. Maths – error (3 x maximum)
	Highlight 3 spellings maximum. May put sp in margin KS 1 correct spellings recorded at the back of the book KS 2 Correct spelling should be written in spelling log book (other forms of log can be used, eg word mat)
^	Something missing G = grammar P = punctuation
<p>Self or peer marking</p> <p> Got it  Nearly there  More learning needed</p>	

All marking to be completed in **green**

Comments should relate to the child's targets or the learning intention for that day/ learning objective

Learning objective – try to make it as child friendly as possible. Should be displayed clearly for children and reinforced, but there is no necessity for children to write it out.

Give the children a chance to respond to the marking and make corrections or write a comment in their book. They will comment, edit or tick to respond to next steps.

If work is 'guided', initial it so that it is clear it has been discussed

