



Guardian Angels Catholic

Primary School

MARKING POLICY

Date Written	June 2017
Date Agreed	28/06/2017
Chair of Governors (Signature)	Mr Anthony O'Hagan
Head Teacher (Signature)	Mrs Mary Johnson (Interim)
Date for review	June 2018
Links to Other Policies	English policy, maths, policy, Curriculum area policies, behaviour policy
Rights Respecting Links	<p>Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people</p>

Introduction

Marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve. Marking will also encourage the child to look at errors in a positive manner this is in line with the schools positive approach to self-assessment.

Aims and purposes:

We mark children's work and give feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost their self-esteem and aspirations, through use of praise and encouragement;
- Give them a clear picture of how far they have come in their learning, and what they need to do to improve further;
- Offer them specific information on the extent that they have met the learning objective;
- To set individual challenging targets;
- To promote self-assessment, whereby they recognise their strengths and weaknesses and are encouraged to work on these;
- Share expectations;
- To provide a basis for both formative and summative assessment;
- To provide ongoing assessments to inform our future lesson planning.

Marking and Feedback procedures:

- All marking shall be completed in **GREEN** pen
- Within English and Maths, teachers will mark a focus group within the lesson interactively whenever possible. Interactive marking needs to show dialogue and be meaningful to the child. This will allow misconceptions to be addresses within the lesson.
- Within other areas of the curriculum, marking shall be completed daily or when a piece of work is completed
- Good presentation is expected and will be marked
- Wherever possible, marking will be related to the Success Criteria, which has been shared with the children
- Not all incorrect spellings will be picked up on though teachers will point out key words. For KS1, teacher will box consistently misspelt key words and children will then use key words and resources available in the classroom. KS2 will use SP as an indication of incorrect spelling and encourage children to use a dictionary.

- Marking will celebrate success whenever possible in order to raise self-esteem and encourage children to work to their full potential. Incorrect answers will be identified by a dot.
- Where it is applicable, some pieces of work may be marked with a single tick that shows that it has been completed successfully. This may be appropriate where children have completed pieces of work that have allowed them to consolidate and practise.
- Some work may be graded in a way clearly understood by the children
- Appropriate comments or questions will be written in language that the child understands
- Every effort will be made by teachers, to allow children time to reflect on the marking, answer questions and edit/improve their work at the start of each lesson.

The following codes will be used in Key Stage one to indicate how a piece of work has been completed:

KS1 Codes and Symbols

Target Symbols and Marking at Guardian Angels



<table border="0"> <tr><td></td><td>capital letters</td></tr> <tr><td></td><td>full stops</td></tr> <tr><td></td><td>listen to the sounds</td></tr> <tr><td></td><td>letter size</td></tr> <tr><td></td><td>finger spaces</td></tr> <tr><td></td><td>correct pencil grip</td></tr> <tr><td></td><td>use your word card or book</td></tr> <tr><td></td><td>6 legs on the floor</td></tr> <tr><td></td><td>correct formation</td></tr> <tr><td></td><td>try to finish on time</td></tr> <tr><td></td><td>check your spelling</td></tr> <tr><td></td><td>hold paper steady</td></tr> <tr><td></td><td>tell an adult what you want to write</td></tr> <tr><td></td><td>capital letters for proper nouns <small>(Names People Places)</small></td></tr> <tr><td></td><td>use conjunctions to join sentences</td></tr> <tr><td></td><td>use adjectives 'wow' words</td></tr> <tr><td></td><td>use adverbs 'wow' words</td></tr> <tr><td></td><td>use a dictionary or thesaurus</td></tr> <tr><td></td><td>use a noun phrase in a sentence</td></tr> </table>		capital letters		full stops		listen to the sounds		letter size		finger spaces		correct pencil grip		use your word card or book		6 legs on the floor		correct formation		try to finish on time		check your spelling		hold paper steady		tell an adult what you want to write		capital letters for proper nouns <small>(Names People Places)</small>		use conjunctions to join sentences		use adjectives 'wow' words		use adverbs 'wow' words		use a dictionary or thesaurus		use a noun phrase in a sentence	<table border="0"> <tr><td></td><td>I got this right.</td></tr> <tr><td></td><td>I understood this.</td></tr> <tr><td></td><td>Learning Objective (What are we learning today?)</td></tr> <tr><td></td><td>Success Criteria (How will I know my work is good?)</td></tr> </table>		I got this right.		I understood this.		Learning Objective (What are we learning today?)		Success Criteria (How will I know my work is good?)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  A reason my work is good. </div> <div style="border: 1px solid black; padding: 5px;">  A way to make my work even better. </div>
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Your teacher will use these symbols to mark your work.

SP	Incorrect spelling
^	A word is missing
//	New paragraph needed
~	Muddled sentence
O	Punctuation mistake
WS	With support
T/TA 1:6	Ratio of group work to teacher/TA
NS	Next steps

Involving the Children

Children are made aware of the Learning Objective and Success Criteria and will use this to self assess where appropriate. In KS1 the LO can be printed on the top of work if necessary. An example of the possible LO/SC is given below

LO: To compare the relative size of two quantities and expressing it as a ratio.	I think...	My teacher thinks...
• I can compare amounts		
• I can show simple ratio		
• I can use ratio to calculate the amount of ingredients needed for a recipe		

Marking will support a learning environment in which it is 'safe to fail' and in which we learn from our mistakes. By valuing effort and thinking our marking, children will become more aware of the difficulties they have already overcome.

KS1 Marking Summary

Target Symbols and Marking at Guardian Angels



capital letters



full stops



listen to the sounds



letter size



finger spaces



correct pencil grip



use your word card or book



6 legs on the floor



correct formation



try to finish on time



check your spelling



hold paper steady



tell an adult what you want to write



capital letters for proper nouns



use conjunctions to join sentences



use adjectives 'wow' words



use adverbs 'wow' words



use a dictionary or thesaurus



use a noun phrase in a sentence



I got this right.

L.O. Learning Objective

S.C. Success Criteria



A reason my work is good.



A way to make my work even better.



paragraphs



similes



new line for dialogue



range of punctuation



Handwriting - remember every 

KS2 Marking Summary

Codes and Symbols

Your teacher will use these symbols to mark your work.

SP

Incorrect spelling

^

A word is missing

//

New paragraph needed

~

Muddled sentence

O

Punctuation mistake

WS

With support

T/TA 1:6

Ratio of group work to teacher/TA

NS

Next steps

- Mark in **GREEN** pen.
- Mark focus group interactively creating dialogue between child and teacher.
- All marking must be kept up to date in order to support the progress of children.

Presentation

- Clear Date and Learning Objective for all pieces of work (underlined in KS2).
- Long date written for all subjects with the exception of maths where the short date is used.
- KS1 children to write in pencil (KS2 in pen once a pen licence is awarded)
- Use a single line to cross out mistakes with a ruler.
- KS2 children to rule a margin in maths books 2-3 squares from the edge of the page.