



**ST MARYS CATHOLIC PRIMARY  
SCHOOL AND NURSERY  
(including Happy Days)**



**Marking Policy  
2017**



St Mary's Catholic Primary School



### Marking Policy

To support the school's mission marking should:-

- ✓ Show work is valued and be appreciative of children's efforts;
- ✓ Encourage children to be proud of their own and others' achievements;
- ✓ Help pupils to know their targets and how to reach them;
- ✓ Give clear, practical and accessible advice for making the next steps;
- ✓ Build confidence and independence, so that children are ambitious to do well;
- ✓ Evaluate and assess children's learning in order to track progress and inform termly Pupil Progress Meetings.

#### **Rationale:-**

Marking is an integral part of assessment and should be consistent across the school. It will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. It will clearly tell children what went well in their work (green stars) and what the next steps (red wish) are in their learning- gap task. Children should have thinking time to reflect on the comments teachers/peers make and to respond to them.

#### **Principles:-**

Marking and feedback will:-

- ✓ Be manageable for teachers;
- ✓ Be related to the learning objective (WALT) shared with the children;
- ✓ Be related to the shared and clear success criteria (WILF) explained/modelled by the teacher;
- ✓ Involve all adults working in the classroom with the children;
- ✓ Respond to individual learning needs;
- ✓ Be accessible to children; age and ability appropriate;
- ✓ Use consistent codes throughout school;

- ✓ Ultimately be seen by children as positive in moving them forward in their learning;
- ✓ Encourage and teach children to self mark and peer mark when appropriate;
- ✓ Relate to the length of the written outcome; for example, be more detailed for an extended piece of work.

**Strategies: -**

**Oral feedback:**

In the course of a lesson, teacher's comments to children should focus firstly on issues about the learning intention and secondly on other features; focused questioning and responses throughout the lesson should support children in meeting the learning intention and moving to next steps. Of course, in EYFS, some feedback will be spoken.

**Quality marking:**

Not all pieces of work will be 'quality marked.' Teachers will use professional judgment as to whether work will be simply acknowledged or given detailed attention, depending on the time devoted to the task and the length of the outcome.

A minimum of one piece of work in a Literacy Maths, Science and RE each week should be "quality marked."

- ✓ Feedback should focus first and foremost on the learning objective;
- ✓ Success against the learning objective should be commented on. Using the green and red colours will help children to recognise quickly "what went well" and "even better ifs"
- ✓ A focused red pen comment should help 'close the gap' between what they have and what they could have achieved. This could well be a question requiring a response/short activity. This comment will help children take the next steps in their learning. Questions such as... Why did you think this? Can you give more detail? Could you put this another way? are helpful;
- ✓ The "red wish" comments should draw the learner back to the lesson objective or their own targets, giving examples of improvement if possible, or requesting another attempt at a particular section of the work ( this might appropriately be in a learning conversation with younger children);
- ✓ Green and red pens will be used to identify what went well (green stars) and even better if(red wish) For younger children these good sections should also be pointed out orally;

- ✓ All children's work should show a balance between pieces which have been "quality marked" and those which have been acknowledged in less detail;
- ✓ Time for responding to "quality marking" should be clearly allocated by the class teacher and children's responses should be acknowledged, valued, shared.
- ✓ Pupil responses are made in purple pen.

### **Pupils' Response to Teachers' Quality Marking**

**Children will be given time to reflect on the comments adults have made on their work and act upon the advice given. To support this, the following are important:**

- ✓ Marked work should be given back as soon as possible;
- ✓ "Target Time" should be safeguarded for children to review their longer term targets; read and reflect on the latest comment on their work; think about/discuss the advice given; and write their own comment/response;
- ✓ Pupils should be guided to first look at the sections/sentences/answers with a green star next to them. Here the teacher has picked out the best part of the response;
- ✓ Where appropriate, adults should ensure that children make their own response (as full as possible and in a purple pen) directly after the adult's advice.

### **Self Assessment/Marking: -**

- ✓ The children will use a Smiley face system so to inform the teacher how well they believe they achieved the learning objectives at end of each lesson;
- ✓ Sad-I have not attained many of the success criteria and would like support;
- ✓ Straight line-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;
- ✓ Smile-I have attained most, if not all the success criteria;

In KS2:

- ✓ Checklists/learning ladders, etc, relating to the success criteria are helpful here. Pupils will need support and modelling by the teacher in order to become competent and ambitious self-markers.

### **Paired Assessment/Marking**

- ✓ Care should be taken in organising pairings, so that peer assessment is both supportive and useful. Teachers will need to model the approach. Similar abilities and respectful attitudes are required. Some small groups may need to work with an adult who will prompt and guide their analysis. Children initial where they have responded to a classmate's piece of work.

- ✓ 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 two stars and a wish.

### **Demonstration Marking: -**

Using a child's piece of work to share successes and improvement points with the whole class is a helpful strategy. Clearly the example will need to be selected carefully and permission sought for this activity. Most children enjoy sharing a successful piece with their peers

### **Marking Procedures: -**

- ✓ Green and red pens will be used by staff. Green stars to identify what went well and red wish for even better ifs.
- ✓ As far as possible, marking will be done daily or when a piece of work is completed;
- ✓ In the case of foundation stage and KS1 pupils, feedback needs to be as immediate as possible;
- ✓ Where necessary, time will be spent with the child to ensure they understand the comments and the targets set;
- ✓ Teachers' writing to be neat and legible;
- ✓ In FS, work is often annotated to show context

### **MARKING CODES:**

**Green stars- What went well/ where the work came closest to the learning objective**

**Red wish/underline in red- where the work needs improvement**

**I= Independent work**

**TA= Supported work**

**Supply = Supply teacher and initial**

**Team points, stickers, certificates awarded to raise self-esteem and highlight success**

**House points can be given for special effort/success**

## Literacy- From Y2

**Sp= Spelling error to be looked up and corrected and a wiggly line put underneath the error**

**?= This doesn't make sense**

**O= Capital letter needed or in the wrong place**

**^ =An omission**

**// or NP= New paragraph**

## Numeracy

**Green tick=Correct**

**Red dot . = Incorrect, try again**

## Correction Procedures

- ✓ Corrections will be completed underneath or nearby work
- ✓ Rubbers will not be used for corrections unless directed by the teacher
- ✓ Errors will be neatly crossed out with a pencil and ruler

## Marking may be done by:

- ✓ Teacher /Teaching assistant
- ✓ Teacher alongside child
- ✓ Child alone (self marking)
- ✓ Other children (peer marking)
- ✓ A combination of the above

## Special Needs/ Equal Opportunities

Marking should motivate and encourage by helping to identify small steps of progress, set appropriate targets and help in overcoming problems. Our marking will acknowledge the progress and strengths of all children and will support a planned way forward.

## Monitoring and Review

Monitoring through work sampling will look for a consistent whole-school approach. Additionally, looking at marking in pupils' books will show that there is a clear link between learning intentions, outcomes, advice for improvement and pupil progress.

This marking policy will be reviewed every two years by staff and governors.

**Signed:**

**Mrs B Corbett**  
**Executive headteacher**

**Date: March 2017**

**To be reviewed: March 2019**

**Signed:**

**Governor**

**Date: March 2017**

**Mrs A Geoghegan**