

ST THOMAS MORE CATHOLIC PRIMARY SCHOOL

MARKING POLICY

Statement:

The marking policy of St Thomas More School seeks to help teachers in their planning of differentiated and enjoyable teaching programmes. The teacher's marks and comments on our children's work will seek to acknowledge that our children are individuals who are precious and valued.

Aims:

Our aims are to develop the children in our care and make them independent by:

- Becoming more involved in the marking process
- Becoming more confident in assessing their own work
- Raising their self-esteem by looking at their errors in a positive manner
- Setting targets to raise standards
- Celebrating the achievement of targets

Purpose:

The purpose of marking is to:

- Acknowledge completion of work
- Inform the children of teacher satisfaction and expectations
- Keep the child focussed on agreed targets/learning intentions
- Move children forward in their learning
- Enable a child to revise errors
- Encourage a child to raise personal achievement

Policy into Practice:

The teachers have agreed to follow general criteria for effective marking:

- It is linked to learning intentions of which children are aware
- It supports pupil's progress
- It is constructive, specific and at times may be oral rather than written
- Photographic evidence may be used and commented upon
- It encourages children to achieve their potential
- All targets are achievable
- Times will be set aside for children to review their feedback and act upon it
- Use of pink and green highlighters are used to inform children
- Children will be made aware of purpose of pink and green highlighters
- Red ink will be used by class teachers
- Blue or Black ink will be used by visiting/cover teachers/students
- Green ink will be used by Learning Support Assistants

Mathematics:

- Children self assess work after each lesson when possible using simple faces:

- Class teacher to acknowledge 'face' with either a tick/stamp and comment if necessary
- Each week teachers should try to use a comment to move children forward in their learning
- Children to inform the teacher by using simple symbols which may have aided completion of work, e.g.:

I used -----○○○○--- (bead string)

□ □ □ (cubes)

123456789 (number line)

- Learning Support Assistants can comment on **how** children have been supported and progress made
- Work children have not recorded in their maths book may still be commented upon to inform children and teacher of progress
- Photographic evidence may be used and commented upon for practical activities
- Pink and green highlighters used with comments to highlight good aspects and areas for improvement

Literacy:

- Pink and Green highlighters are used in margin with specific comment to highlight good aspects and areas for improvement
- Marking ladders may be used at the end of units for children and teachers to self assess
- Children allowed time to review feedback

Topic/Science:

- Teachers may comment making reference to progression of skills

- Children have the opportunity to answer any questions the teacher has asked from previous lesson
- Pink and green to be used as in literacy and mathematics

General:

Work should be marked and handed back quickly to encourage the discussion of work. Teacher’s comments should be legible and mainly positive. They should also be written in a language appropriate to the child’s age and ability.

At appropriate times, children will be encouraged to mark their own/group work. This will lead them to become more independent in their learning and to be more aware of their own progress.

At St Thomas More we acknowledge that the professional judgement is the key factor in all assessment. Therefore, marking is often judgemental and selective in order to foster positive attitudes in our children.

We expect supply teachers and student teachers that work in our school to mark all work set and return it to the teachers.

Monitoring and Review:

Monitoring of the implementation of this policy will take place during the monitoring of the core subject books.

Updated:
Authorisation by:
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