

Our Lady Immaculate  
Catholic Primary School

Marking Policy

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## **1. Rationale**

The presentation of work is an expression of care and pride in all that we do – it is an important aspect of a child's learning – it reflects the skills and pride taken in our work. How we present a piece of work will depend on its purpose and audience. There is always a need for high quality presentation and handwriting for any given piece of work. Its marking and feedback is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and success criteria.

## **2. Principles**

Marking and feedback should:

- If possible be immediate or as soon as possible
- Be manageable for all teaching staff
- Involve all adults in the classroom
- Be seen as useful and positive
- Inform future planning / targets.
- Relate to Learning Objectives and success criteria

## **3. Presentation**

**Maths:**

- Work in either pencil or pen as directed by the teacher
- Rule off under the previous days work if appropriate

- Start every piece of work with the date on the left hand side – short 6 digit e.g. 09/02/15
- Start every piece of work with the title (Learning Objective)
- Use one number / symbol per square
- All worksheets should be dated and stuck in neatly
- All ruling should be on lines already printed
- From Year 2 upwards, draw a margin (2 squares) down the left hand side of the page and use this for the identification numbers of questions so that they are distinct from the numbers in the problems themselves
- Problems should be well spaced on the page

### **Literacy**

- DUMTUMS  
Date in full – e.g. Monday January 5th, 2015  
Underline the date  
Miss a line  
Title (usually the learning objective)  
Underline the title  
Miss a line  
Start to write
- If you make a mistake do not rub out or scribble, instead put a line through it using a ruler
- When writing on plain paper guidelines should be used

### **Science**

- Always use the short date (6 digit)
- Use a ruler to draw lines when labelling any diagrams
- Write horizontally when labelling diagrams

## Foundation Subjects

- Follow the same rules as for Literacy
- Any colouring must be done in pencil – only use felt tips if instructed to do so.

### 4. Marking

In order to achieve progress within the classroom feedback should become part of the marking culture. It is important to value at all times what the child has achieved and to provide encouragement towards the next steps in their learning. Any feedback should always be constructive focusing on success and detailing improvement suggestions against learning objectives and success criteria. This then helps the child to close the gap between what they can currently do and what we would like them to be able to do. Feedback also enables the teacher to adjust future planning so that lessons and activities are targeted against the child's actual needs.

Marking and any associated feedback should:

- Be manageable for all concerned
- Provide clear feedback to children
- Provide clear advice and strategies for improvement and the child's next learning steps
- Give an opportunity for the pupil to act upon the advice given
- Be understood and used consistently
- Recognise and praise achievement
- Have time to be reflected upon and responded to
- Promote dialogue
- Be responsive to an individual's needs
- Inform future planning
- Be consistent and clearly understood
- Show that a child's work is valued
- Be seen to help a child progress
- Encourage a child to be part of the process

All work should be marked so that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment. The emphasis will be on a child's achievement and what the next steps need to be in order to further improve. Marking will encourage the learners to be equally aware of how and what it is that they are learning.

#### Guidance for Marking:

- Rules are set down regarding presentation – do not accept work unless these are followed. Work must be rewritten in a child's own time.
- It is only of any value if comments are read and responded to
- All work marked by a member of staff should be in green
- If work is marked by someone other than the class teacher it should be initialled e.g. TA
- Children should be encouraged to mark their own work and other's work where they highlight success and improvement (use a contrasting coloured pencil)
- In depth marking will be completed at least twice a week in Maths and English. It should be manageable and not all pieces can be quality marked. Regular and frequent written feedback will be in a manner appropriate for age and ability
- All marking will be positive, informative and constructive
- In Maths answers will be marked with a tick and a dot next to incorrect answers. Children should be encouraged to leave incorrect answers and not rub them out
- Anything to be corrected should be indicated in a Next Steps comment
- Spelling corrections should be limited to the words the child should know and a maximum of 3 spelling mistakes will be underlined and written correctly in the margin. The child will then write the word correctly 3 times when responding to the marking
- Punctuation relevant to the child's age expectations will be marked. Any mistakes will be inserted where omitted and circled where wrong.

- Time should be given to pupils to correct, redraft, edit and respond. This can be included in a set time for children to read any feedback and ask any relevant questions relating to it.
- All learning objectives for English and Mathematics relate directly to Age Related Expectations for a specific year group . At the end of a piece of work a coloured mark will indicate an individual child's level of understanding against that statement which will be recorded on the school's tracking system.

## **5. Children's Response to Marking**

Children will be taught and encouraged to respond to marking:

- Where possible they will be encouraged to self-mark
- Flexibility on feedback is important depending upon the type of piece of work
- If verbal feedback has been given it should be recorded as VF with the child giving a response to this
- The learning objective should always be in child friendly language
- Use codes against the Learning Objective wherever possible  
I – Independent work  
G – Guided  
PM – Peer marking  
TA – Teaching Assistant
- In order for the marking to be formative the information should be actually used and acted upon by the child.