



St. Joseph's P.S.

Marking Policy

# ST JOSEPH'S PRIMARY SCHOOL

## Marking For Improvement

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning

At St Joseph's P.S., marking is seen as an integral part of the assessment process. To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self assessment. As a result of this policy there will be greater consistency in the way that children's work is marked across the Key Stages. We believe children are an integral part of the marking process and are increasingly given the opportunity to review their own work as well as that of their peers. Our Marking Policy is embedded in the Assessment for Learning practice which is implemented throughout the school and it links to our Assessment Policy.

### Purpose

The purpose of marking children's work is:

to provide opportunities to give praise and encouragement and to show we value their work

- to inform and give feedback to pupils, parents and others about the pupil's learning including areas of strengths and areas for development.
- to recognise those areas of school work that are good and to improve upon them.
- a means of giving encouragement towards producing work at an acceptable, yet challenging level.
- to help inform the next teaching steps for individuals and groups of pupils and indicate what improvements can be made to ensure progression.
- to check for standards, individually, and within the class.
- to determine whether a child can work within set time limits or targets.
- To assess progress for individuals and groups of pupils.

### Principles

At St Joseph's P.S., we believe it is important to provide constructive feedback to children, focusing on success and improvement against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Marking and feedback should:

- be manageable for teachers and accessible to children;

- relate to learning intentions/success criteria/targets, which need to be shared with children;
  - involve all adults working with the children in the classroom;
  - be regular and frequent.
  - give children opportunities to become aware of and reflect on their learning needs.
  - involve teachers/classroom assistants giving recognition and appropriate praise for achievement.
  - give clear strategies for improvement.
  - be consistently applied across the school.
  - allow specific time for children to read, reflect and respond to marking;
  - ultimately be seen by children as a positive approach to improving their learning.
  - encourage and teach children to self-mark wherever possible.
  - inform future planning and individual target setting.
  - practices and procedures should be in keeping with the school's policy on Assessment.
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- Marking criteria should be displayed in each classroom and children should understand the meaning of the marks/marking they receive.
  - Children should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made.
  - Children with SEN including dyslexia and dyspraxia should be given the opportunity to develop self esteem from oral and written cues.
  - Information for parents should be given by the school and feedback is provided to parents at formal and informal parent teacher interviews.

## **GUIDELINES**

Before a piece of work is undertaken, pupils should be clear what is going to be assessed when the work is marked.

The following procedures for correcting and improving children's work, should be implemented by all staff.

- Marking and feedback should demonstrate a positive attitude or tone that helps to build the self esteem of learners. This should be true of feedback given by both adults and children.
- Marking and feedback should recognise positive achievements but also, where possible, indicate the next steps for the pupil so that there is an expectation of improvement and challenge.
- Marking and feedback should have a clear focus first and foremost on the learning intention of the task and then on improvement needs against the learning intention.
- The child should be able to easily understand all marking and feedback. As a result in written feedback, the language used, the type of feedback and marking used and the points identified will need to be adjusted to the age, ability and reading skills of pupils.
- It is not expected that all errors in spelling and grammar will to be corrected unless the learning objective is linked to a 'spelling' or a grammar based focus. Errors will be

noted as a future teaching point.

- Teachers should use their professional judgement to ensure that the feedback given focuses on the learning objective of the activity or task.
- Key vocabulary should be spelt correctly in all subjects and these will be corrected or flagged up to pupils.
- Targeted groups or learning will be chosen for intensive marking or verbal feedback ensuring that all pupils receive such feedback over a period of time.
- If pupils make first draft copies of their work after it has been corrected, originals may be kept to show to parents as an indication of the child's true progress.
- Children will be encouraged to evaluate their own work and the work of their peers in line with given success criteria.

### Marking Criteria

In accordance with our Behaviour Policy teachers may supplement basic marking with their own codes and comments ensuring that children fully understand any symbols or codes used. Ticks and crosses, bullet pointing and underlining may be used, as can stickers, stamps and 'smiley faces' to provide feedback to pupils on their learning.

### Agreed Code

//	new paragraph
CP	capital letter
?	meaning unclear
SA	self assessment
PA	peer assessment
OF	oral feedback
sp	spelling error
gr	grammar
?	does not make sense
^	word/punctuation omitted
—	underline mistake
Star/s and a wish	
.	mistake, try again
AS	adult support adult will initial work
TS	Teacher support
PS	Peer support
vV	Impressive
DT	discussed with teacher

When marking, teachers should avoid using red or green pen as these colours have been shown to cause difficulties for some dyslexic pupils.

### Marking Improvement Prompts

It is not always possible to write comments in all pieces of written work completed by the children. It is therefore acceptable to have a target group whose work is marked

in more depth than the rest of the class. Groups are then rotated.

1. A reminder prompt

This simply reminds the child of what could be improved: "Say more about how you feel about this person"

2. A scaffolded prompt

Most suitable for children who need more structure than a simple reminder, this prompt

provides some support.

(Question) "Can you describe how this person is 'a good friend'?"

or

(A Directive) "Describe something that happened which showed you they were a good friend."

or

(An unfinished sentence) " He showed me he was a good friend when..... (finish this sentence)

3. An example prompt

This prompt gives the child a choice of actual words or phrases.

Choose one of these or your own:

He is a good friend because he never says unkind things about me.

My friend is a friend because he is always nice to me.

### Self Evaluation/Peer Assessment

Children should be encouraged to evaluate their own and others' achievements against the learning objective, in verbal or written

The use of peer and self assessment should be a regular feature of learning in each classroom. When giving feedback children should be providing positive feedback to others. As they move through the school they should be supported to learn the skill of providing positive criticism to their peers. Form

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self esteem.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- The use of thumbs up, smiley faces or traffic lights may be used by children to demonstrate levels of success as a self-assessment or peer assessment strategy. Children should be trained to give an improvement suggestion. Children should be given time and opportunity to act upon suggestions.

Children should be encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do in their next piece of work as a result of the feedback they have received

- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

Traffic Light System(Pupil Use)

Red                    Struggling

Amber OK but more practice needed

Green                Going well, feeling confident

#### MONITORING AND EVALUATION

The Senior Management Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children, staff and parents concerning children's achievements and progress.

There should be:

- An improvement in children's attainment including pupils engaged in self-evaluation, reflection and peer assessment.
- Consistency in teacher's marking across the two key stages and between year groups

Adopted March 2019

Review date 2021