

In our school every day we learn, love and pray.

St Edmund's Catholic Primary School

Marking Policy

“A learning community, celebrating Christ in all, building a kingdom of love, hope and joy.”

As a Catholic school we recognise in everyone the dignity and beauty of the person, made in the image of God. We value each individual and respect them regardless of their background and circumstances because they are our brothers and sisters in the family of God and we are called to love and value everyone

Marking

“The most powerful single moderator that enhances achievement is feedback”

J Hattie (1992)

The main purpose of feedback and marking is about:

Moving learning forwards

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible.

Principles of Effective Marking

At St Edmund's, we believe that effective marking should:

- Celebrate and reinforce expectations
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model for the child
- Be frequent, regular and consistently followed by teachers and TAs across the school.
- Allow specific time for the children to **read, reflect** and **respond** to marking
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective.
- Positively affect the child's progress, recognise, encourage and reward children's effort and achievement and celebrate success over time
- Provide an accessible dialogue between the teacher and children, and clear, appropriate feedback about the strengths of their work and areas for development
- Improve children's self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning.
- Give children a clear picture of how *well* they have met learning objectives or targets.
- Involve parents more directly in reviewing their child's progress and help in reporting to parents.
- Inform future planning.

Marking Procedures

- Look for progress and success before areas to develop. Effective marking and feedback should be supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Acknowledge verbal comments and praise with the appropriate symbol from the code. VF
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

Effective Marking and Feedback Strategies

As a school, we value verbal and written feedback equally in moving learning forwards. The following strategies can be used to mark, assess and provide feedback.

Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases, it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

Success Criteria Checklists

Success Criteria checklists can be used and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

EXPLANATION TEXTS	
Clear title to show what is being explained	
Opening statement to introduce the process	
Clear steps to show HOW or WHY something occurs	
In order or events	
Time connectives (e.g. <i>first, next</i>)	
Causal connectives (e.g. <i>because, so, this causes</i>)	
Used illustrations/diagrams/flow charts to make explanation clear	

Use of pens/pencils

All children in KS1 will write in pencil for all work. From Year 3 children will begin to 'earn' their 'pen licence.' Once a pen licence has been earned all written work, except mathematics, should be written in black pen. Pencil is used for underlining. All Key Stage 2 children will try to write in continuous cursive script (at their own level). <http://www.cursivewriting.org/jointc1-joined-fonts.html>

Purple Pen Peer/Self Marking

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to ‘learning partners’. Children should be taught how to do this and ground rules set, such as listening, confidentiality, etc.

Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. (Two stars and a wish)

In KS1 and all KS2 children will be encouraged to peer mark work with the ‘**purple pen of power.**’

Children can use the purple pen to:

- Self-mark
- Identify areas where they have been successful
- Identify an improvement point
- Give feedback to a peer
- Pose a question

Wherever possible, children are encouraged to self-evaluate their own learning.

Written Feedback

All work, **including homework**, will at least be **checked** against the learning objective.

All written comments or corrections should be written by adults in GREEN pen, other than highlighting, as detailed below.

Learning Objective successfully achieved, or aspects of work leading towards the LO are **highlighted in green**

Areas for development are **highlighted in orange**, with a corresponding written prompt and ‘next steps’ identified, where success criteria is not achieved.

A focussed comment should help the child in “closing the gap” between what they **have** achieved and what they **could have** achieved.

e.g. Next Steps: “Write out this last sentence with two amazing adjectives.”

e.g. “What was the dog’s tail doing?”, “The dog was angry so he...”, “Describe the expression on the dog’s face”.

Time is then given for the child to respond to the written ‘next steps’ prompt, thus enabling them to ‘close/ bridge the gap’ and improve their work further.

Target Cards

Targets Cards for Reading, Writing, Science and Mathematics are referred to on a daily basis during lessons with dates being recorded next to targets as they are achieved. The Target Cards are sent home once a fortnight as a clear record of the child’s progress and next steps needed.

Presentation of Learning

In St Edmund’s we have very high expectations of presentation, handwriting and content.

At KS1 and KS2 (as appropriate to the ability of the children) the date is to be written in long i.e. Monday 25th September 2020 for all written subjects and the numerical date i.e. 25.9.20 will be written for science and maths. The long date starts at the left hand side of the page and starts (wherever possible) at the margin. Also, where possible the DUMMLUM (date, underline, miss a line, learning objective, miss a line) system should be used. Teachers will model both types of date on the white board. All underlining is to be written in pencil. When the piece of work is finished children should be encouraged to ‘rule off’ their work before starting a new piece of work.

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Rubbing out should be strongly discouraged. The ‘mistake’ is important evidence of a child’s learning process and should be valued. Where a child makes a ‘mistake’, the self-correction should be written next to the original error and the error crossed through using a neat single line in pencil.

Mathematics

When setting out numbers children will be encouraged to use one 10mm square for one digit. Year 5 and 6 to write neatly on 5mm squares.

The learning objective should be written and children should be encouraged to show their working out where appropriate.

Key Stage 2 children are encouraged to write a star sentence (self-assessment) at the bottom of their work.

For all subjects the teacher will highlight the learning objective in green if it has been met.

Monitoring

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it *consistently* within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed half-termly within lesson observations and as part of explicit book scrutinies conducted by the Headteacher, Subject Leaders and/or school Governors.

Outcomes will be shared to enhance best practice and will also form part of judgements made for professional Performance Appraisal.

Review

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

Policy written:	September 2016
Policy Reviewed:	July 2018
Policy Reviewed:	December 2020
Next Review:	December 2022

APPENDIX 1

Agreed Marking codes: KS1 (when ready) and KS2

1:1 and Teacher/TA's initials	Worked 1:1 with a teaching assistant/teacher
VF	Verbal feedback given
^	You have missed something out
sp	Incorrect spelling
S	Supply /Student teacher
highlighter	LO met
highlighter	Next Step, developmental point
Purple pen of Power	For editing and peer/self-assessment
//	Paragraph needed
g	Grammar
NS	Next Steps: To move the learning forward
 Stamp	Very good work
	Attended music lesson

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