



# SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



## Marking Policy

### Introduction

We believe marking should provide constructive feedback to every child, focussing on success and improvement against learning intentions. Marking is a fundamental element of the assessment of children's work, helping children become reflective learners and to close the gap between current and desired performance.

This policy will:


- Promote high quality marking throughout the school
- Provide an approach to marking that is both manageable and effective
- Standardise the school's approach to marking

### Aims

Effective marking should:

- Provide a dialogue between teachers and children
- Give children clear strategies on how they can improve their work.
- Provide a tool for teacher assessment - diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform planning
- Positively reinforce children's achievement
- Allow specific time for children to read, reflect and respond to marking where appropriate

### Marking procedures

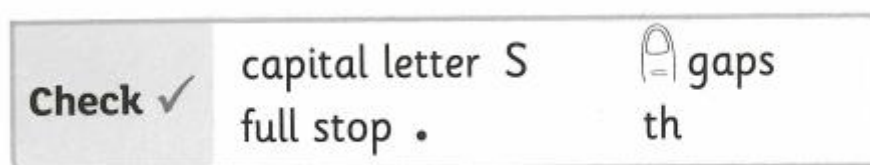
- A **red** pen should be used which provides a clear contrast to the pupil's work.
- Teachers will use feedback from marking to inform future targets and planning
- *In KS1 and KS2, "Success Criteria icons" are used on each piece of independent writing. This will act as the marking guide. A "next step" icon will be identified and highlighted with a red arrow.*
- A Marking Guide has been produced for KS1 & KS2. All class teachers should have this guide on display in the classroom.
- Marking will be related to a clear learning objective, which has been shared with the children. Staff will place a tick next to the objective if it has been achieved.
- **In most cases, a red arrow sign  will be used to indicate to the pupil what the precise next step is in their learning. These comments need to be used to pick up on any misconceptions in learning OR to challenge & extend pupils' learning.**
- A star (\*) is used to indicate "What went well."
- Incorrect spellings may not always be corrected: only technical vocabulary or high frequency words which the child is expected to know will be marked (non-negotiables).


When marking extended pieces of writing, staff should focus on no more than 3 spellings at a time.


- The guidance for literacy marking should apply to written work within **all** subjects.
- Marking will celebrate success whenever possible in order to raise self esteem and encourage all children to work to their full potential. **A double tick will be used to celebrate the pupils' use of key aspects of the writing required for their year group.**
- **Pupils will be given opportunities to respond to their marking throughout each lesson ("Fix It Time"). A green pen will be used in these cases.**
- Pupils' responses will be acknowledged by the teacher with a tick or a comment if appropriate.
- **In Maths, a "dot" will be used if a calculation is incorrect. This should be addressed in Fix It time. Once again, pupils' response in fix it time will be acknowledged with a tick or comment where appropriate.**
- Peer Marking will be used where appropriate. Staff need to model effective peer marking. A green pen will be used for Peer Marking. Any comments will be followed by the child's initials
- Sometimes a piece of work will be marked with a single tick that shows that it has been completed successfully. This is particularly appropriate for pieces of work which are designed to allow children to practice and consolidate learning.
- 'Deep mark' is only necessary on build 3 in literacy - the focus is on the child to edit, improve and proofread their work before it is deep marked by the teacher.
- **Any written comments made by the staff should be in line with the school handwriting policy.**

### Read, Write Inc. Marking

- Teacher/TA to use **red pen** only
- Date each piece of work e.g. 17/7/17
- Children to use **green pen** during fix it time
- Using the success criteria



 If the child has achieved next to each icon

 for the child's next step next to the icon

I = independent

S = supported

- Hold a sentence/proofread (only mark with S when the child has been supported)
- Big write - First sentence should be supported/modelled and marked **S**, mark I where work becomes independent

### **Frequency of Marking**

- Marking should take place soon after the work has been completed and must be marked before the child sees the book again.
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- Marking can take place during the lesson alongside the child, providing immediate feedback.
- Marking should always be returned before the next session of that subject.
- Opportunities will be provided during each unit of work for Peer Marking.

### **Monitoring and Review**

The Senior Leadership Team is responsible for the implementation of this policy. Subject Leaders, when monitoring their subject, will inspect work samples to ensure the policy is implemented.

Policy Written:	Policy Review Due:
September 2017	September 2018

### Suggestions for improving workload for teachers

Literacy	<p>Use SC icons so that no words are needed! Just an arrow - put ownership on the child.</p> <p>Use a taught session where necessary to address a widespread misconception.</p> <p>Use Peer feedback in lessons for spellings etc partner one check partner twos work - the pen of power!</p> <p><b>Deep mark is only needed on write 3 (one positive/one area for improvement).</b></p> <p><b>- In every lesson there should be evidence of green pen response.</b></p>
Handwriting	<p>Tick as you go around the classroom - in the moment feedback is crucial to improving handwriting skills.</p>
Reading	<p>Pobble - light mark</p> <p>Talk about it - no mark necessary</p> <p>Write about it - teacher mark</p> <p>Respond to it - self/peer mark</p> <p>Test practice - self/peer mark - fix it in the moment - teacher to acknowledge.</p>
Maths	<p>Journals- try get around half of your children in the class time and draw an arrow which could be question/next step/challenge into their book - the types of things you say anyway during the lesson! The others can be ticked or dotted for corrections - (Tomorrow, get around the other half! Every two days the child has an 'arrow mark')</p> <p>Workbook - self or peer mark with the teacher over seeing the process - tick to acknowledge .</p>
CLJ	<p>Deep mark once a week.</p> <p>LO ticked &amp; spellings corrected once a week.</p>
Spellings across the curriculum	<p>National curriculum spellings, Topic words, words on working walls should always be corrected if spelt incorrectly. (Non-negotiables)</p>