



Christ the King Catholic Primary School



Policy

Issue

05

Marking

Date

24/11/16

Introduction

Marking is an essential part of the teaching and learning process at our school, and it lies at the heart of assessment, recording and reporting. Marking of classwork and homework is an important way in which teachers assess pupil attainment and plan for future learning.

Purpose of Marking

- to evaluate the effectiveness of learning and teaching
- to identify to both the teacher and the pupil areas in which the pupil needs to improve
- to help both teacher and pupil plan for future learning
- to provide evidence for recording pupils' attainment
- to provide an accurate basis for reporting
- to measure achievement against National Curriculum and School Assessment criteria
- to give value to work set and pupil's performance
- to provide a positive incentive and opportunities for pupil self-evaluation.

Principles

The school subscribes to the principles that marking:

- is operated according to the agreed and shared criteria which involve subject content, presentation, language, grammar and spelling
- is consistent within subjects and topics, classes and year groups
- is agreed upon and applied by all staff
- is regularly carried out
- shows progression, in that marks and comments reflect an increasing complexity in pupil responses throughout the school
- encourages self-evaluation by involving pupils in reflecting on and responding to their own work
- guides pupils to acknowledge personal achievement
- guides pupils to new and appropriate learning targets
- focuses on the quality of teacher response, not simply acknowledging work done
- is capable of easy interpretation by pupils and parents.

Procedures

Class Teachers mark all subjects in GREEN ink.

All other marking to be completed using BLUE ink.

Supply teachers

All work must be marked, but written comments may not be appropriate as the teacher may not know the child well enough to make an informed decision.

Teaching Assistants

There may be occasions where it is agreed that the Teaching Assistant may carry out simple tick marking or work. Teaching Assistants' comments on children's work should be delivered verbally.

Student Teachers

Student teachers will follow the Marking Policy, marking all work as appropriate.

Symbols used for correcting work are consistent throughout the school. Refer to *Appendix 1* for an overview of these.

Writing

For extended written work we will always try to share the objectives with the children. The Stars and Steps form of feedback will be used. The Stars will contain positive evaluative points and comments on motivation and effort. The Steps will hold details of one or two targets for the next piece of writing.

Spelling

When we recognise an error we will ink 'Sp' beside the word and underline it. Either of the following two options may be then taken as appropriate to the work and the child's age and ability:

- Children correct using a word bank or dictionary, rewriting word or sentence.
- Teacher rewrites the word above the mistake.

It is not possible or effective to correct every word or sentence. We try to correct common patterns of misspelling and spellings we know the children should be able to spell.

Mathematics

All work is to be marked. A line under the reversed digit, with the correct orientation at the side shows the digit reversal to the children. In the case of computations, the correct answers are ticked.

Incorrect answers will have a cross at the side of it, which signifies 'needs correction.'

The class teacher will decide if time is to be spent correcting work or not depending on the concept involved. It may be more pertinent to use the Stars and Steps method of feedback and discussion about the mistake/s involved.

Marking of the remaining Core and Foundation Subjects within the National Curriculum

All written work in any subject will be looked at and read by the teacher.

A tick or comment is written depending upon the objective involved.

Throughout the school year, staff will use subject focus weeks to complete more in depth marking on the same subject.

A great deal of verbal marking takes place in the form of comments and discussion. We try to recognise achievement and make positive comments in subjects such as Art, Music, Art and Design, Technology and Physical Education.

Additional marking opportunities

Periodically work will be set which is designed to assess specific learning objectives related to the Programmes of Study. These are marked in relation to the learning objectives and the grades or marks awarded will be recorded.

Some written work will consist of National Curriculum tests, in which case pupils will receive a level on the National Curriculum scale. Occasionally within classwork a teacher may indicate on the work the level at which the pupil is working.

Oral responses to children's work

We should always be aware that our spoken response to children's work is a powerful form of feedback and 'marking.' We need to feed back to them evaluative comments on the extent to which they are achieving the objectives we set them and how well they are tackling problems and tasks.

Effective marking

When we return work to pupils we will give them time to reflect on comments and think about the targets they need to work towards. Involving pupils in the marking, assessment and evaluation process will be done in several ways:

The 'Stars and Steps' form of feedback will be used.

Through a standard type of learning objective expressed as W.A.L.T. (We are learning to.....)

Individual children having set targets in English and Mathematics for the year.

By inviting children to think of what it is they have to do in order to succeed (Robert, when you have finished the writing, how will you know if it is good? What will you be looking for?)

Fluent writers can write their learning targets in their book.

Use of the 'traffic light' system for pupils to assess their learning.

Occasionally, classwork and homework will be pupil marked. This is done using a coloured pencil and checked later by the teacher.

Rewards

To motivate and reward children for their effort and work, each year group consistently gives out the same rewards. Rewards may include:

- a visit to the Year Group Leader, the Deputy Head Teacher or Head Teacher for commendation;
- a public word of praise in front of a group, a class, a year or the whole school;
- a system of merit marks or points;
- stickers, stars, stamps or certificates;
- stamps in books;
- use of school reports to comment favourably academic achievement;
- SEN behaviour star sheets.

Staff Roles

Head Teacher and Deputy Head Teacher

- To ensure marking is consistent throughout the school.
- To ensure that the Marking Policy of the school is being effectively implemented.
- Adequate resources and training are available for development.
- To monitor the quality of marking.
- To assess the quality of teaching, learning and assessment through marking.
- To lead a whole school approach to marking and keep Governors, staff and parents informed.

Governing Body

- To approve, ratify and monitor the Marking Policy.
- To ensure that they are informed about standards in marking.
- To be familiar with the types of information gained from marking and assessment.

Phase Leaders

To carry out agreement trialling to establish accurate and common standards throughout the school for marking.

To sample examples of marking throughout the school and report findings to the management team and staff.

To monitor and support teachers' marking and assessments of children's work throughout the key stage.

The audit of staff training needs within marking.

Class Teachers

Develop an atmosphere in which children are motivated to learn from mistakes and targets given from marking.

Challenge and support all children to do their best.

Have a thorough and up-to-date knowledge of the marking policy for the school.

Ensure marking reflects individual children's needs.

Keep comprehensive records of children's work.

Use marking and assessment data to set targets and give children clear and constructive feedback.

Display in the classroom the agreed marking symbols for children, parents and supply teachers to refer to.

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Monitoring

Marking of work is monitored initially by subject co-ordinators during release time throughout the school year. This is followed up by the Assessment co-ordinator, and finally by the Headteacher who conducts a book trawl over the summer.

Review

This policy will be reviewed periodically according to the School's policy review cycle.

Review history

Issue 01	Policy approved by Governors	26/11/12
Issue 02	Reviewed	20/11/13
Issue 03	Reviewed	22/11/14
Issue 04	Reviewed	20/11/15
Issue 05	Reviewed	24/11/16


Appendix

Overview of symbols used within marking

Early Years/Foundation Stage

Stamps – Teacher assisted,
TA assisted work,
Independent work
Verbal feedback given

ST Supply Teacher

 See the Class Teacher

KS1 and KS2

Traffic light the WALT

V indicates verbal feedback has been given

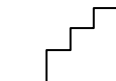
T indicates that Teacher support has been given

TA indicates that Teaching Assistant support has been given

I indicates that work has been completed independently.

S indicates support materials have been used

 Positive comments

 Next steps to take

Specific marking for Writing

~~~~~ Grammatical errors will be corrected using the Magic Line.

○ Indicates error in punctuation.

**once** Capital letter needed.

**House** Lower case letter needed.

**Sp** in the margin or next to the word indicates a spelling error. We underline the word and, depending on the age of the pupil, write the correct spelling above the word.

Don't insert missing letters in words that are spelt incorrectly. Write the whole word or letter string.

? | in the margin indicates that meaning is unclear or confusing and the text needs editing or rewriting

^ in the text indicates that there is a word missing.

// in the text indicates that a new paragraph is required.

#### Specific marking for Mathematics

A tick indicates that work is correct.

**X** A cross indicates that work is incorrect.

**C** written next to work shows that the teacher has marked it as corrected work.

**A** Apparatus used

Reversals or incorrectly written digits will be underlined and correct formation will be reinforced immediately.