



**St. Philomena's Catholic Primary School**

Headteacher: Miss V Maher

# **Marking Policy**

## **January 2018**

<b>Date of Policy</b>	<b>Signed</b>	<b>Position</b>
15 <sup>th</sup> January 2018	Veronica Maher	Headteacher
<b>Monitoring</b>	<b>By</b>	<b>Date</b>
Reviewed	Standards Committee	1 <sup>st</sup> February 2018
To be ratified	Full Governing Body	15 <sup>th</sup> March 2018
<b>Uploaded to website</b>	<b>By</b>	<b>Date</b>
<p>This policy will be reviewed <b>annually</b> by the full Governing Body</p> <p>Date of next review : January 2019</p>		

## Marking Policy

### Introduction

At St Philomena's School we take a professional approach to the tasks of marking work and giving feedback to children. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

### Our Aims

The aim of this policy is to ensure clear understanding of the processes and procedures of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

### Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

### Processes

Four types of marking and feedback occur during teaching and learning at St Philomena's:

- Verbal feedback to prompt deeper thinking, and swiftly address misconceptions during lessons. This occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or group basis.
- 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. In Literacy and Mathematics all pupils should have at least one piece of work marked developmentally by their teacher per week.
- Self-assessment and peer assessment of the attainment and success of a piece of work. All work is assessed using the P/T box or P/T/F box. (See Appendix 1)

## Procedures for Marking in Key Stage One and Key Stage Two

All pupils' work is to be at least 'light' marked by Teacher or Support Staff. No work should go unmarked. Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be the form of photocopies of white boards and material captured electronically and reproduced as appropriately. This is important as it charts the process and progress of pupils' learning.

### In light marking, teachers will:

- Use the school self - assessment P/T box code (See Appendix 1)
- Note support given – CT, TA, verbal feedback, resources (such as a cloze procedure)
- Highlight in **green** and **pink**

When identifying specific success, the respective work in the pupils' book (literacy or maths) will be identified in green highlighter.

When identifying an area for specific improvement the respective work in the pupils' book (literacy or maths) will be identified in pink highlighter. The corresponding comment will also be highlighted pink. Example: What punctuation is missing in this sentence?

In Literacy and Mathematics all pupils should have at least one piece of work marked developmentally by their teacher per week. This marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.

### In developmental marking teachers will:

- Use the school self - assessment P/T box code (See Appendix 1)
- Note support given – CT, TA, verbal feedback, resources (such as a word bank)
- Highlight in **green** and **pink**
- Use the 'Next Step' stamp

When identifying specific success, the respective work in the pupils' book (literacy or maths) will be identified in green highlighter.

When identifying an area for specific improvement the respective work in the pupils' book (literacy or maths) will be identified in pink highlighter. The corresponding comment will also be highlighted pink. Example: What punctuation is missing in this sentence?



When identifying a specific area for deeper investigation/ extension of understanding a 'Next Step' stamp will be used.

Marking should always relate to the lesson objective and, increasingly, the child's own 'Next Steps for Learning' target sheet.

Additional Developmental Marking may also be used as a strategy to support pupils who are in need of acceleration.

Both the date and learning objective will be recorded on each piece of work and will be clearly underlined.

Marking should be appropriate to the age and ability of the child.

All marking is to be done in a clear legible hand.

Children are made aware of the procedures for marking from posters in the learning environment.

### **Procedures for Marking in EYFS**

In the Foundation Stage, developmental marking process maybe exemplified through observations made by adults where verbal feedback and discussion takes place. These observations are recorded in pupils' learning journals and as the Foundation year progresses, directly onto recorded work as appropriate. (See EYFS Policy)

Appendix 1 Marking Prompts

- LO Learning objective
- T worked with Teacher
- T/A worked with Teaching Assistant
- ST Supply teacher
- VF Verbal Feedback given

P	T

The P/T box will be recorded on each piece of work and used by both the teacher and pupil. 'P' represents pupil and 'T' represents teacher. Both boxes are completed with a symbol to measure the pupils progress against the learning objective.

- Understood
- Needed some help but getting there
- X Did not understand

P	T	F

The P/T/F box will be recorded on each piece of work and used by the teacher, pupil and friend. In this instance the 'F' represents 'friend'. All boxes are completed with a symbol to measure the pupils progress against the learning objective.

- Understood
- Needed some help but getting there
- X Did not understand