



St Peter's C of E Primary School

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Marking Policy



Marking Policy

Reviewed: January 2016

Reviewed annually in relation to on-going staff development and training.

1. Our Mission in the Community

Our values are informed by the values central to Christianity. We are ambitious- we want each member of the school to discover and realize their true potential in a Christian environment.

2. School Aims

We want to be:-

- A school which challenges excites and inspires.
- A community to which children, parents, staff and governors feel they belong.
- A school which builds confidence, commitment and respect for each other.
- A school which worships prays and celebrates the love of God wherever it is found.
- A school which has a culturally diverse community.

3. Rationale of this Policy

At St. Peter's our values are informed by the values central to Christianity.

We believe it is important that all children have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. We believe that it is important to provide constructive feedback to children in a variety of ways, focusing on success and improvement needs against learning objectives. 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. This policy has been compiled following consultation with Teaching Staff, Support Staff and pupils.

4. Principles

Marking and feedback should:

- Be **manageable** for teachers/TAs and **accessible** to children;
- Relate to the **learning objective** and generated **success criteria**;
- **Involve all adults** working with the children in the classroom;
- Look for **strengths** before identifying weaknesses when marking work;
- Give recognition and **praise for effort and progress** as well as **achievement**
- Clear **strategies for improvement**;
- Allow **specific time** for children to read, reflect and **respond to marking**;
- Inform future **planning** and group **target setting**;
- Use **consistent** codes across the school;
- Ultimately be seen by children as a **positive approach** to improving their learning;
- Whenever appropriate/possible, provide individual **verbal feedback** to children.

4.1. Some pupil comments about Marking:

- *You can see how good I am and level I am*
- *I like having my next steps and seeing what teacher thinks of my work*

- *When I get a good comment like " great start" or " wonderful piece of suspense writing"*
- *I like a challenge question because it is fun*
- *I like that I can see my mistakes and to know what I have achieved*
- *To see how good I've done and see good comments*
- *I like to have a coloured pen and mark work myself or swap with another child*
- *I get to feel good, it makes me happy*
- *I like marking as you can always respond*

5. Marking Guidelines

All marking and feedback will be guided by the principles as indicated within the 'Marking – Key Principles' below:

'Marking – Key Principles'

All lessons must involve the sharing of the **Learning Objective** and **Success Criteria**. The Learning Objective is related to the learning and is not activity driven. (i.e. this is what the children are going to learn, not what they are going to do) This is written as '**W.A.L.T.**' (We are learning to...)

2 Stars and a Wish success criteria is used for all Literacy and Maths work Where appropriate (i.e. not where the nature of the work is mechanistic – timetables practice, spellings etc.). This is clearly linked to the **Learning Objective** and **Success Criteria** with the following codes/colours applied:

- Comments about WALT achieved/ will be marked in **GREEN** pen.
-  'A Next steps symbol' is written for areas needing reinforcing or for a further challenge – in maths, an additional green bubble is drawn around the challenge so clearly marked for children to see
- Achievements made in the WALT/success criteria will be indicated by the adult with a highlighter pen
- At times a teacher or teaching assistant who has been working with a focus group may provide oral feedback and use V to identify this
- Ticks and stickers/stamps are also used by adults
- HT/DH stamps are used for exceptional progress made are given to pupils during the day or during Praise Assembly

Marking can be undertaken by the class teacher (CT), the teaching assistant (TA) if they are working with a focus group, or the pupils working independently (I) or with a peer

Response Marking/Editing Time

For all Literacy and Maths work undertaken, teachers should select at least one group (although with flexible groupings be careful that some individuals do not get missed out) or a cross section of children, to undertake focus (quality) marking. This will ensure that over a week for Literacy and Maths, at least twice a half term for RE, and Science.

Quality marking The principle is to give the pupils a **NEXT STEP** which will extend

their thinking. Teachers should try to ensure a variety of steps are used as below. Reliance on one type of step e.g. the reminder 'Remember your full stops', will not be effective if continually used and ignored. Instead such a pupil needs to be shown how to use full stops via an example.

- A **reminder** (e.g. 'what else could you say about the daughter's hat?');
- A **scaffold** (e.g. 'What was the creature doing?', 'the creature was so angry that he...')
- An **example** (e.g. 'Choose one of these or use one of your own: She couldn't believe her eyes! She ran around in circles looking for the hare, feeling very confused.)

Pupils need to be taught explicitly how to respond to comments and be provided with the time to respond- this is an on-going development from KS1 to KS2

Example of marking sentence starters for pupils to respond to

This is promising....	Can you explain why?
Look carefully at....	What have you learnt about... ?
A very good attempt at....	You must speed up....
Well thought out....	Remember the objective was....
You might try this instead....	So, what might come next?
An informative letter should....	Next lesson try....
Remember....	You've improved...
Please take more care with....	I can tell you've tried hard with....

Remember:

Always use an element of professional judgement, some pupils may require more focus (quality) marking than others at different times and likewise, there will be some pieces of work that lend themselves more to certain types of marking than others.

Marking should be kept **up to date** for comments and Next Steps to be effective and move the pupils on with their learning during the next session.

For older children or those who read well, longer comments can pick up in more detail about content and the style of work and can even lead to a written dialogue between adult and pupil.

6. English and Maths Targets

In addition to the marking principles above, reference may also be made to the child's specific English and Maths targets, which will be at the front of their books. There will be slight variations in the approach depending on the age and ability of the pupil, the activity undertaken e.g. a speaking and listening activity and the language used to share the target. The sharing of targets is further outlined in the Assessment Policy.

7. Pupil Response

Dialogue between teachers and pupils is on-going with dedicated improvement and reflection time allocated during lessons.

Children in KS2 write **P.R** (pupil response) and make comments where applicable. Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them.

Within KS1 this Target time can be used for CT/TAs to work with groups of pupils to read his/her comments and talk to children about the WALT, therefore allowing them to respond either with a smiley face system or verbally (V). In Year 2 children will begin to write a pupil response during the summer term or earlier if the child is able.

8. Marking spelling, punctuation and grammar

When children have completed a task, teachers ask them to check for things that they know are wrong in their work when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking them up.

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point. However, where punctuation, grammar or spelling is a target then children will be expected to attempt to meet their target e.g. when an adult feels that a child can correct a spelling he or she will underline the part of the word the child has spelt incorrectly in order for them to attempt to correct it.

Children are given feedback about the elements that the teacher has asked them to pay attention to or is currently a target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning objectives.

9. Marking and Feedback in the Foundation Stage

In Nursery and Reception, teachers focus on giving oral feedback to the children (aiming to use a verbal 2* and a wish) but may write a comment with the child (depending on ability and activity). Staff regularly write observations as part of the process of gathering information for their Learning Journeys (these include: incidental observations, focus activity observations, long planned observations, examples of work and photographs) as part of the Foundation Stage Profile. See the Foundation Stage Policy for further details.

10. Monitoring and Evaluating Marking

Marking and feedback will be monitored by senior management, and the Middle Manager Team, through taking in samples of books and through lesson observations/pupil voice.

The Marking Checklist (see appendix 1, is also used as a guide for monitoring purposes)

Feedback and support is then provided to staff. Actions identified are followed up in subsequent book scrutinise. All monitoring will be reported to the Governing Body via the Achievement and Pastoral Committee on a regular basis.

St Peter's C.E School



Marking Criteria

WALT and success criteria (**W) is typed in books-(except Y6)
Highlight WALT & success criteria and three examples when achieved in:

Green-autumn term

Pink- spring term

Orange- summer term

Indicate pupil Context for working-(CT/TA/I/S) on WALT.

Effort and Success are celebrated-use of stickers/stamps in addition to motivational comments.

Language of comments is age appropriate and legible to the child.

Adults mark in green pen.

NEXT STEPS are identified and surrounded by a green cloud.



One Maths next step and one English next step per week.

e.g. explain...a challenge, a scaffold, an example, reminder etc.

Children (KS2) draw margins in Maths book.

Children (Y2 – Y6) respond to their next steps each week during Learning Review time in red pen.

Children Y1 review verbal feedback within the lesson.

Children self-assess their work by writing a P.R in red pen, at least one per week in each subject. (KS2) or drawing/circle a face (KS1).

In Literacy: **Cold Task** assessment review (Blue paper) is used at the start of the unit.

Hot Task assessment review - (Yellow Paper) at the end of the unit.

Learning reviews (pink paper) are used at the end of the week.

In Maths: Learning reviews (pink paper) at the end of the week.

Y1 verbally assess as a class.

Presentation of work is neat and handwriting is legible.