



ST KEVIN'S PRIMARY SCHOOL MARKING POLICY

MISSION STATEMENT

We, the Governors and staff of St Kevin's Primary School believe the school to be a vital part of St John's Parish Community. We are firmly committed to:

- **the aims of Catholic Education;**
- **providing appropriate and effective learning opportunities for all our children;**
- **developing positive pastoral care systems in our school;**
- **establishing close links with the home, parish and wider community; and**
- **developing all members of the school community to enable them to fulfil their role within the school.**

Date of publication: September 2013

Date of review: September 2016

Rationale

In St. Kevin's Primary School our marking policy aims to make explicit how the teaching team, which may include assistants mark children's work. All members of staff have had an input into the creation of this policy taking the opportunity to discuss and share good practice. All staff should be familiar with the policy in order to apply it effectively.

Children should be encouraged to be adventurous and take risks in their learning. However in order to ensure a delicate balance is achieved, we should endeavour to give honest feedback to children so they have a clear awareness of the occasions when they have not achieved. Teachers should encourage the children to embrace such instances as opportunities for new learning.

Aims

Marking and feedback should

- Be manageable for teaching team
- Give recognition and praise for achievement and clear strategies for improvement in a variety of forms, allowing specific time for children to read, reflect and respond to marking where appropriate
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate
- Make teachers aware of children's understanding and achievement and inform future planning
- Allow teachers to monitor children's progress and maintain standards
- Be consistent within year groups, key stages etc.
- Promote a positive approach to improving children's learning and raise self-esteem by encouraging children to do their best.
- Provide an opportunity to inform parents of their child's progress.

Implementation

- We are aware that our spoken response to children's work is a powerful form of feedback and marking, and where appropriate we should endeavour to do this as often as possible.
- Marking should be carried out in a variety of colours of pen.
- Teachers' written comments should be neat and legible enabling children to read and understand the feedback. The children should be given time to do so when and where appropriate.
- The children should initial the teachers' comments to indicate that they have read and understood and communicate with the teacher if they have any concerns.
- Children should complete corrections and respond to teacher's comments when suitable.
- A teacher's response to a piece of work is not determined by the number of errors in it, but by the teacher's professional judgement. Consideration will be given to what the child is capable of, what the next learning steps involve and what should have priority.

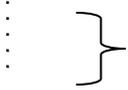
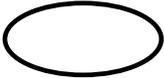
Errors that are made by many children will not be the subject of individual comments, but will be noted for future planning.

Self and Peer assessment.

When appropriate, children may mark their own or another child's work, and the teacher will review this work when necessary. As children show the appropriate level of maturity and understanding they will be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

The following symbols were piloted by the staff from 2011-13 and were formally agreed upon for use in September 2013 from P4-P7 as appropriate. P1-3 will use the larger symbols outlined overleaf.

Ticks		To process correct work
	X	Wrong
		Teacher has given help (in order for child to complete task)
		Adult (Assistant) help given
		Reversal of letters/numbers
		Wrong answer - do it again
		Return sweep
		Work not completed. Check your time!
Two stars and a wish	* * *	
<u>Sp</u>		Spelling and underline the word
CYM		Correct Your mistakes
Spelling/Grammar	   	
		Missing word

// or NP	New paragraph
Underlining and ?	To be used as required e.g. for a word or whole sentence "what does this mean?"
 Dots or bracket or " LOOK "	When more than one line or one sentence, in the margin indicating that a part of the text does not make sense and requires editing or rewriting.
PM or Template in books " My partner thinks.... "	Peer Marking
Generic prompts	Very good, excellent, improving, Stamps, stars, stickers, smiley face, sad face etc.
Dot used in maths	Incorrect answer
	Use of a circle to identify error.
Marks out of 10 etc.	Used for some spelling/maths etc assessments.
Children sign/initial work	To indicate that they have read and understood teacher's comments.
ST	Substitute teacher.
LG	Learning Goal Achieved.
O.F.	Oral Feedback given by teacher.

The following guidelines are **minimum requirements** and are expected to be adhered to by all teachers.

Communication

Foundation

- All work should be marked.
- Tasks are all quality marked using the appropriate symbol.
- When oral feedback is given the letters O.F. should be written.
- All comments should be printed
- Children should self evaluate their work when appropriate. Teachers should annotate children's comments.
- By the end of foundation stage the children should have had the opportunity to experience peer/self-assessment if they show the appropriate level of maturity and understanding.

KS1 & 2

- All work should be marked.
- At least one piece of work per week should be quality marked.
- The marking should be related to the Success Criteria / WALT and should be clearly understood by each pupil.
- Comments should be written clearly. All teachers should use legible writing.
- There should be one peer and one self-evaluation per term if children show the appropriate level of maturity and understanding.

Using Mathematics

Foundation

- All work should be marked.
- Teachers should use the appropriate symbols when marking.
- When oral feedback is given the letters O.F. should be written.
- All should be printed.

KS1 & 2

- All work should be marked.
- Quality marking will be used when appropriate.
- The marking should be related to the SC / WALT and should be clearly understood by each pupil.
- There should be one peer and one self-evaluation per term if children show the appropriate level of maturity and understanding.

The World Around Us

- Foundation / KS1&2
- One piece of work per topic should be quality marked. (This may be completed at the end of the topic or whilst the topic is being covered.)
- All other work should be marked.