

ST TIERNEY'S PRIMARY SCHOOL ROSLEA



MARKING POLICY

St Tierney's Primary School is a Catholic School living with Christ at its heart. It is with this foundation that all adults, by example, aim to celebrate the uniqueness of every child and value all their contributions. We will ensure our children are happy, healthy, secure, respected and cared for in their learning environment. In order to ensure effective and consistent evaluation of learning and teaching St Tierney's Primary school has discussed this marking policy for implementation through-out our school. Children and parents will be informed of the policy for marking.

We aim to:

- To raise self esteem
- To take the children's learning forward
- To show that children's work is valued
- To reinforce and consolidate learning through constructive commentary
- To link assessment for learning to achievement rather than ability
- To assess and monitor the children's learning
- To inform the teacher's planning
- To have a high standard of presentation across the school
- To ensure consistency across the key stages
- To develop partnership with parents and to encourage parental interaction

The following requirements have been agreed and implemented by staff:

- Marking will be legible and a model for the child.
- Work set will be responded to appropriately as soon as possible.
- Work will be marked with the child present when possible.
- Pupils will be trained to become self and peer markers.
- Staff and pupils will share the agreed marking system which is on display. (see appendices 1-4).
- Children will have time to reflect and respond to marking.
- Key Stages will work to ensure consistency in assessing children's work and that marking is age/ability appropriate.
- Work and marking is dated.

Special and individual attention will be given to the pupils with additional learning needs. All staff will know the marking systems which should be quality driven rather than quantity as a manageable working document. Evaluation of marking and presentation will inform all monitoring feedback.

Appendix 1

Method of Marking

Traffic Lights/ Smiley Faces	>	Teacher led P1 / P2 Self-Assessment P3 - P7
VF -verbal feedback <i>Include pupil signature</i>	>	My teacher has talked to me about my work.
2 stars and a wish	>	Independent writing pieces.
1 star and a wish	>	General Literacy.

N.B:

Excellent / Well Done / Very good comments **must be extended** whether or not they are part of the star and wish or traffic light systems.

Example: *Well done - you achieved your WALT - Good your punctuation has improved.
Excellent interpretation of the story.*

Use of specific Stampers has been agreed across Key stages to ensure consistency and to enable pupils to transition more easily.

Appendix 2

Literacy & Numeracy	
<p style="text-align: center;"><u>Foundation Stage</u></p> <p>Dated Mark with pupils – VF (verbal feedback) Smiley faces/star or stickers.</p> <p>Self-Assessment as appropriate. Traffic light system – green and red Pupils will know meaning of colours and identify with each to self-evaluate.</p> <p>P2 – add written comments in Term 2.</p> <p><u>Self-Assessment</u></p> <p>Term 2 – introduce use of amber to task groups.</p> <p>Term 3 – pupil traffic light faces.</p>	<p style="text-align: center;"><u>KS1 / 2</u></p> <p>Dated Pupils traffic light own work (as appropriate). Record verbal feedback as appropriate.</p> <p style="text-align: center;"><u>KS1</u> General Literacy</p> <p>Star & Wish system at least every 3rd piece. Spellings, phonics and handwriting marked if issue arises and monitor. Independent <u>writing</u> must have 2 stars and wish in 1st draft. Ensure one peer and one self-evaluation , once a term per pupil.</p> <p style="text-align: center;">Numeracy</p> <p>Mark to the context using WALT(We Are Learning To)/WILF(What I'm Looking for)/Success Criteria.</p> <p style="text-align: center;"><u>KS2</u> General Literacy / Independent writing:</p> <p>Within each term/per genre ensure there is teacher, self and peer marking per group. Independent <u>writing</u> must have 2 stars and wish in 1st draft when marked by a teacher.</p> <p style="text-align: center;">Numeracy</p> <p>Mark to the context using WALT/WILF/Success Criteria i.e. Teacher /Self / Peer assessment, AfL stamps</p>

World Around Us	Homework
<p style="text-align: center;"><u>Foundation Stage</u></p> <p>As above</p> <p style="text-align: center;"><u>KS1</u></p> <p>One written comment per topic VF (verbal feedback)</p> <p style="text-align: center;"><u>KS2</u></p> <p>Pupil / teacher assessment sheet</p>	<p style="text-align: center;"><u>Foundation Stage</u></p> <p>Teacher comment.</p> <p style="text-align: center;"><u>KS1/2</u></p> <p>Dated and teacher comment.</p> <p>Individual questions marked by teacher or pupil</p> <p>Spelling / Phonics marking should reflect any issues.</p>

Appendix 3

Marking Scheme

KS1 / Foundation Stage (as appropriate)

Date ?	>	No date
WALT? / Title	>	No learning intention or title on work
☺	>	You have understood this work.
☹	>	You are beginning to understand this work.
●	>	Check this / If you need help come and ask.
I	>	Independent work
T/CA	>	Help has been given by teacher or classroom assistant
Sp	>	Spelling
^	>	Missing word
?	>	Does this make sense?
<u>R</u>	>	Should be capital or lower case
P	>	Missing Punctuation
○	>	Word not used correctly
FA	>	Full answer not provided
∞	>	Think of a better word

KS2 include

//	>	Needs paragraph
G	>	Tense agreement of subject and verb etc.

Appendix 4

Presentation (on display in classrooms)

Date top -

Title and / or Walt statement

Leave a line after Title

Good Handwriting

Punctuation

Letter / Number formation

Spacing between words

Self-correcting evident

Leave space after previous work before new work

P4 - P7 include:

Use of rulers to underline.

Number of question in margin.

Use of pens as appropriate in upper KS2.

Joint handwriting