



## St. Raphael's Catholic Primary School Marking Policy

### Purpose of the policy

Using this Marking Policy we seek to promote learning through:

- Engaging the pupils in the marking dialogue so that they have ownership of their own learning
- Improving standards by giving feedback which is useful, informative and constructive
- Ongoing assessment which results in improvements being made to work
- Setting realistic targets and challenge to ensure good progress for all
- Maintain effectiveness by ensuring a balanced workload for all teachers

### Agreed Procedure

#### Marking Across the Curriculum:

- Marking needs to be carried out as soon as possible
- Stamps can be used to indicate that the work has been read and that whole class feedback has been completed
- Challenge questions won't be necessary as long as the pitch of the lesson is correct (The LO should be the challenge question)
- Dojos should be awarded for well-presented work that meets the L.O (1 dojo) or for going beyond the expected standard either through effort or standard of work (no more than 2 dojos per piece of work)
  - Green pen work for the children is encouraged and should be used to correct misconceptions and key writing skills such as capital letters and basic punctuation.
  - TAs can also mark work but teachers will be accountable for marking in books .
  - Teachers have responsibility for maintaining marking, however if they find that marking is behind and burdensome they must be proactive and seek advice/support from the SLT, who will always take a balanced approach to feedback and support.

#### Peer Marking and Self-Assessment:

- Peer marking can be used as appropriate (particularly to improve writing)
- Peer marking should be supported by the use of success criteria or target sheets
- Self assessment is useful in maths particularly or comprehension tasks which can then be followed up with whole class feedback marking to check accuracy.

#### Writing:

- All extended writing will be marked using the Whole class feedback book must be completed by the teacher and be in school each day
- When oral feedback has been given, highlight this in the feedback book as a record that it has been given to the child and they have had chance to act upon it straight away
- This book should be used for **all** extended writing tasks (Big Write); however, it can be used for any lessons within the writing sequence as required (e.g. a lesson on writing direct speech may be best marked using this book)
- There should be opportunities to praise children at the start of each oral feedback session
- Teachers should use the whole class feedback book as they mark, using initials to group children and link to a specific target for improvement or reasons to praise.
- Marking of work, where appropriate, should relate to individual targets/objectives for the year group which reinforce key skills (e.g punctuation)
- Marking should also link to the LO for that lesson
- Spelling and grammar mistakes should be indicated in the books using the agreed symbols



## St. Raphael's Catholic Primary School Marking Policy

### Maths:

- If there are misconceptions or mistakes, specific written/oral feedback should be given to the child so that they can then be directed to correct their mistakes using green pen. This should be done at the point of learning or as close to that as possible.
- High expectations of presentation must be reinforced through marking such as number formation (including reversals) and setting work out correctly using one digit per square
- Ticks or stamps are appropriate to show that all work has been checked and marked.
- Children identified as not on track are to be given targeted support by the class teacher/TA as soon as possible.

### Monitoring This Policy

- Are the children responding to the oral feedback which is taking learning forward?
- Can the children explain what they have done well and their next steps?
- Do books clearly show a progression through a response to the marking/feedback?
- Does the completed green pen work match the whole class feedback sheets?

Book scrutinies will be used to monitor the policy and whole class marking books will also be looked at by SLT.

### **MARKING SYMBOLS**

	You have achieved an aspect of the range of learning Write next to this a brief note/ symbol of what is was, e.g. full stops. You may use as many ticks as you feel necessary.
	Use arrows to indicate an error or omission
e.g.  ,	Commas used correctly
,	Pupil needs to go back and add commas that are missing
Sp/ <u>word</u>	Underline spelling with wavy line, children copy the correct spelling three times. This can be in the margin or at the end of the task as needed.
Sp/	Child finds and corrects spelling independently.
//	New paragraph needed
Vocab	Child reviews word choice
^	Indicates word/words are missing from a sentence. The word type can be indicated in the margin (e.g. adverb)
?	Use a question mark in the margin to indicate the meaning of the sentence(s) is unclear



## St. Raphael's Catholic Primary School Marking Policy