

St Mary's CE Primary Marking Policy January 2021



Reviewed January 2018

Presented to Governors:

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Rationale

Marking is part of a teacher's response to children's work. Children need to realise the purpose for which their work is marked so that they can be active partners in the assessment process. Marking may indicate to a child the next steps in his/her learning.

Preferably marking is done verbally with the child alongside the teacher. Much more guidance can be given verbally than through written comments. Discussing work with a child promotes his/her participation in assessments and target setting. However, demands on the teacher's time does not always allow this. When written comments are made they are intended to provide feedback to the child.

As a result of this policy there will be greater consistency in the way that children's work is marked across and within both key stages.

Aims

At St Mary's, we pride ourselves on our strong Christian Ethos, and our vision, aims and values set the tone for our school. We recognise that children flourish in a safe environment where they feel loved, valued and secure. This policy aims to enable all children to fulfil their God given potential to its fullest.

To provide a consistent, purposeful and positive system of responding to children's work to ensure continuity and progression throughout the whole school, and within key stages.

We mark children's work for a variety of purposes. These include:-

- Providing a vehicle for children's communication.
- Giving feedback to the children on achievements and what is in need of improvement.
- Informing teacher's planning.
- Checking for accuracy.
- Checking work is complete.
- Checking quality of presentation.
- Assessing children's skills, knowledge and understanding.
- Providing evidence of progress.

Clearly some of the aims will always be present when work is marked. Others will constitute occasional specific purposes for marking.

When marking is focused on specific purposes it will relate to the learning objectives and/or success criteria of the work set.

Not all work will be comprehensively marked. A tick will simply indicate that work has been seen by the teacher, except in Maths where it will indicate that work is correct.

Guidelines

1. Spoken and written feedback to the children should be given frequently (VF).
2. Teachers should look for strengths before identifying weaknesses when marking work. Aim to celebrate achievement before commenting upon anything for improvement.
3. In order to improve, children need to know how to take the next step which should be modelled to them at the end of the work, as required.
4. Whenever possible, marking should be linked to learning objectives/success criteria or the pupil's targets.
5. When commenting on work, try to qualify statements like "good", i.e. why it is good. Avoid writing negative comments by children's work - if necessary these are best spoken, then later, when work does show improvement a written comment, stating the fact, is preferable and encouraging for the child. Comments should be written neatly, in the school's handwriting style, the child must be able to read them.
6. It may be appropriate occasionally to comment about untidy or careless work, this needs to be recognised by the child as constructive criticism of the work itself, and not a criticism of the child. Polite encouragement is the best approach, followed by praise when success or improvement is achieved.
7. Work does need to be seen to have been marked by the teacher or TA, however, this needs to be kept unobtrusive and where feasible, be accompanied by a positive comment. Marking should be done in black pen.
8. Pages should not be removed by either a child or a teacher from a child's book.
9. Marking, and responding to work needs to be completed regularly, and be kept up to date in accordance with SLT expectations. It should point the way forward for pupils, providing next steps for improvement –wherever possible.
10. Staff will moderate work and the marking of books during staff meetings on a regular basis (once per term), and during the course of their co-ordinator monitoring role. This will ensure there is some moderation of the assessment of pupil's work and also provides equal opportunities for all pupils to succeed.

11. The use of erasers should be kept to a minimum. Preferably they should not be used at all. When a child makes a mistake, the child should put a single line through the incorrect work.
12. A dot by the incorrect answer would indicate the work needed looking at again - with a comment, by the teacher at the bottom of the page, with regard to the next steps.
13. Children are involved in the marking and assessment of their work through discussion, with each other and with staff, and by occasionally marking their own work, e.g. in maths. When children do mark their own work they should use green.
14. Presentation and care in all work is a high priority. Children (and staff) should value all their work and strive to produce quality work, neatly presented. However, although accuracy and convention in, for example, writing is important we should not undermine the priority given to compositional aspects of writing. Children need to realise we value, and that they should value, all work, including planning and first drafts.

Marking Symbols

? - I don't understand - it doesn't make sense

VF – verbal feedback

Q – this will be used to signal a question that pupils need to respond to from Teacher marking

A – this letter signifies that an action is needed in response to marking e.g. may be to edit work for punctuation in different colour pencil.

C – this letter signifies a CHALLENGE is being presented to pupils – who need to respond to this during RAR time .

0 - Capital letter mistake.

NP / NL - new paragraph or new line e.g. for speech

^ An omission

P - Punctuation (“”! ‘Etc. may be inserted)

SP – indicates a spelling mistake.

- Teachers should underline the part of the word that is spelt incorrectly.
- Teachers will not correct all spelling mistakes unless that is the objective of the lesson.
- High frequency words may be corrected by the teacher.
- Technical vocabulary errors should be corrected where these spellings have been provided to the children.

- Pupils should correct spelling errors 3 times (years 1-3) and 5 times (years 4-6) underneath the finished piece of work or in the margin.- in pencil or green pen

Objective met – teachers can write this on a piece of work, but only occasionally (1 in 4) as a fuller comment is more meaningful

Teachers should indicate how the work was carried out

I – independent work

Grp – group work

TA – Teaching assistant help or Teacher Assisted

GW – Teacher help / Guided work

Review of Policy

This policy will be reviewed biannually .

Addendum to Marking and Feedback Policy during the coronavirus

(COVID-19) safety precautions pandemic September 2020

The school is committed to ensuring the health and safety of staff members and pupils alike; however, we understand it is crucial to pupils' learning that a degree of normality is retained, particularly with regards to their learning and their development.

In line with the above, the school has made a number of amendments to our day-today procedures. This policy outlines how the school will continue to mark and offer feedback to pupils during the current pandemic and while subsequent restrictions on normal practices are in place.

1. Marking pupils' work

1.1. From September, the school will begin to work towards delivering the normal curriculum; therefore, teachers will mark pupils' work in line with the main body of the policy when the delivery of that particular subject has returned to normal.

1.2. Staff are able to take pupils' work books home to mark them. Where work is taken home using electronic means, this is done in accordance with the school's Data Protection Policy.

1.3. Pupils and teachers only take necessary books and other resources home. The requirements for hand hygiene and cleaning should be applied. Only take books home if absolutely necessary.

1.4. Wash your hands before or after touching a set of books. Books may be stacked.

1.5. Where other means of recording can be used (e.g. photos for practical maths or pupil voice) this should be considered, in order to minimise marking and use of books.

1.6. When marking pupils' work, teachers will take the current pandemic and the effect it may have had on pupils' work – teachers will be guided by their professional discretion and judgement.

1.7. Marking practices are reviewed regularly by the head and subject leaders to ensure they remain manageable for teachers.

1.8. A teacher's marking and planning practices will not be used to evaluate how well they are teaching during the current pandemic. Although it may be discussed if concerns arise.

1.9. Pupils do not share or swap resources and materials including ceasing the marking of each other's books.

2. Feedback

2.1. Where pupils are learning remotely, e.g. due to them following public or clinical health advice to stay at home, feedback will be given in an age appropriate and clear manner.

2.2. Work completed at home will be submitted via through the school's Microsoft Teams portal.

2.3. Teachers will offer feedback on a sample of the work completed by pupils online.

2.4. Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils and ensure they can keep to it.

2.5 Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood. An appropriate member of staff will contact parents of pupils with SEND to ensure they are completing their work.

2.6. Remote learning feedback is sought to help inform the development of future learning and lesson plans.

2.7 Pupils will receive feedback at least weekly

2.8. Pupils who are in school will receive feedback in line with the main body of this policy.

2.9. Social distancing rules are observed when giving pupils feedback on their work.

2.10. Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.

2.11. To minimise the impact on their workload, teachers may conduct group feedback sessions with pupils who are in school – these sessions will include discussions around how pupils came to their answers/conclusions.

3. Monitoring and review

3.1. This policy is reviewed regularly by the head in accordance with, and in reaction to, the latest government guidance.

3.2. The head communicates all updates to this policy to all parents and staff members.