



St Joseph's Catholic Primary School, Bingley



Marking Policy

Our Vision

'Learning with Jesus, to be the best we can be'

Our Mission

"Go ye therefore and teach all nations" Mtt 28: 19

-  We aim to grow in knowledge and friendship with God
-  We, the governors, the Headteacher and the staff will uphold the Catholic Values of our school life
-  We will feel compassion for others in difficulties
-  We aim for a welcoming, Christian atmosphere
-  We live our lives according to Gospel values, following the examples of the Saints
-  We will achieve the best we can academically, spiritually and in everything we do
-  We will work in partnership with our families, our parish, other schools and our diocese to create a community of faith
-  We welcome other faiths working in harmony with Catholic traditions
-  We will deliver a high standard of Religious Education which will be reflected in all of our teaching
-  Prayer and Collective Worship will be at the heart of our school life and we will enjoy regular visits from our parish priest who leads us in our spiritual development
-  We will care for our world and everything in it

Date written: May 2017

Reviewed: September 2017

Review: June 2019



Statutory Requirements:

Marking, in its broadest sense, is the act of feeding back about learning. This process is not one way. There are three types of feedback that are essential to formative assessment:

- pupil to teacher
- teacher to pupil
- pupil to pupil

At the planning stage, all teachers should have a clear vision for ensuring that pupils will receive useful feedback during, and at the end of a lesson – this will ensure the right types of activities are planned in the first place.

Curriculum Provision: (*organisation, implementation, outlines, procedures etc*)

What is the purpose of marking?

- To recognise, encourage and reward children's efforts and achievement and celebrate success.
- To provide appropriate feedback about strengths and areas for development in their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the "next steps" to progress learning.
- To indicate how a piece of work could be corrected or improved
- Address misconceptions
- To identify pupils who need additional support / more challenging work and to identify the nature of the support / challenge needed.
- To check if pupils have met the learning objective.
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- To aid curriculum planning.

Marking will be clear and appropriate in its purpose – it must offer positive benefits to children and staff and the outcomes need to be fed back into planning. It should be useful, not onerous.

Assessment, Recording and Reporting:

Where possible verbal feedback will be shared with the child

Where appropriate, pupils should self-mark and self assess, and this should be monitored by the teacher.

Children should be given time to respond to feedback given. This should be planned into following lessons.

Inclusion:

Marking will help all children develop as learners and enhance self-esteem.

Teachers will be responsible for marking taking into account additional educational needs in accordance with the school SEN policy.

Monitoring and Evaluation:

Monitoring of marking will take place through observations, learning walks and monitoring of books.

Roles and Responsibilities:

Marking Procedures:

- Marking carried out by the teacher and TA will be done in different colours (teachers in purple/red, TAs in green).



- Adults other than class teacher will initial any comments eg supply/ students
- Support assistants will use the TA stamp to indicate when support has been given and where appropriate the learning objective will be assessed
- As far as possible, marking will be done daily or when a piece of work is completed
- The title of the work will be the learning objective of the lesson in a question format ' Can I...?'
- Where possible, time will be spent with the child to ensure they understand the comments and the next steps set
- A particularly successful piece of work may be rewarded in line with the class or school's reward system.
- The use of symbols in marking will reflect the child's attainment
- The child's name will be used in the comment
- A child who has completed the work with fluency without any problem, should be given an extension question to consider when the others have correction time.
- A child who presents an unacceptable standard of class or homework will be asked to repeat the task at home or at school.

Children's responses:

- Children will be encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives and any previously individual next steps in their books.
- Children are encouraged to reflect after marking and take the opportunity to correct, practise or investigate a problem.
- No more than 3 selected incorrect spellings will be noted for the children to copy underneath the completed piece of work (Yr 1 upwards)

Correction Procedures:

- Corrections will be completed underneath or nearby to work
- Rubbers will not be used for corrections unless directed by the teacher
- Errors will be neatly crossed out with a pencil and ruler
- A child who presents an unacceptable standard of class or homework could be asked to repeat the task at home or at school.

Other documentation/ Appendices:

Please also refer to:

- Assessment Policy
- Handwriting and Presentation Policy
- Special Educational Needs Policy
- Curriculum Policy
- School's Curriculum Plan

Signed: Date:



Marking code:

The following marking code will be used by staff and displayed in class for the children:

Sp- spelling correction

// - New paragraph needed

CL- use a capital letter here

FS- use a full stop here

✓ I like this

T Target/ Next steps

○ Other errors may be circled

C – correction in Maths

 objective achieved

 working towards objective