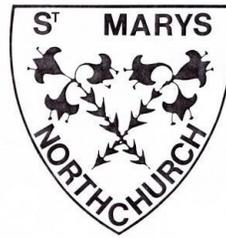


Excellence Together, Learning Through Faith.



St Mary's C of E (VA) Primary School

To be a caring, inclusive, Christian environment, nurturing a life-long love of learning where we can work together to learn, to grow, to serve. We are proud to support the whole community and by collaborating will enable all children and adults within it to live fully whilst 'shining brighter and brighter' Proverbs 4:18.

St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect their differences.

Marking Policy

This policy is GDPR compliant.

Date of issue: April 2020

Last reviewed/adopted: May 2020 (Academic Standards Committee)

Next review date: Summer 2021

Signed: _____

Date: _____

Overview

The purpose of this policy is to provide guidance to teachers to ensure that student's work is responded to in a way that is consistent and constructive, but does not contribute to unmanageable workload for staff.

Principles

- Marking procedures and standards should be consistently applied across the school
- Feedback can be written or verbal
- Marking includes peer-marking, self-marking, editing and marking by the teacher
- Feedback should be given as promptly as possible, in order to allow children to quickly adapt and adjust their understanding
- Marking is used to inform teachers' judgements concerning children's progress and to inform teacher records and reports

Types of feedback

Children may produce work of many different varieties including, but not limited to, extended writing, bulleted notes, annotated diagrams, drawings, cartoon strips, etc. This policy acknowledges that the content and frequency of marking will necessarily differ according to the subject and the type of work.

Feedback on work may be either written or verbal. Where verbal feedback is given, "VF" may be recorded on the work by the teacher. Verbal feedback should be accompanied by written annotation explaining how the feedback moved learning forward (for example: discussed punctuation, addressed misconceptions, revisited addition)

Peer marking, self-marking & editing

For certain pieces of work, children may appraise their own work, mark their own answers according to an answer key, or edit and improve their own writing.

For other pieces of work the teacher may ask children to appraise each other's work. For this purpose, children will be given guidance on how to mark according to the Learning Objectives and Success Criteria. Peer or self-marking will always be completed in red pen.

For extended pieces of writing in all subjects, children may be given success criteria checklists for the purposes of self and peer-assessment.

Children's self/peer marking and editing should be completed in red pen. In these cases it may be appropriate for the teacher to acknowledge the work, but not to over-mark the children's own marking

Written marking by the teacher

All work should be either peer/self or teacher marked. The majority of marking should be written marking undertaken by the class teacher. Teacher marking should always be completed in green pen.

Best practice in marking involves a summary comment (indicated by ✓) followed by a reflection question or next step (indicated by →). This is known as “Next step” marking. Marking should be short, concise and relevant to the learning objective.

The expectation is that in core subjects (English, Maths and Science) there will be at least one piece of detailed teacher marking per week. In foundation subjects (all other subjects) at least two pieces of work per half term will be thoroughly marked.

All pieces of student work must have either:

- an acknowledgment, examples include stamps, stickers, ticks
- praise, examples include ‘well done’, ‘great work’, ‘what a lovely story’
- or summary comment, examples include ‘you tried hard today’, ‘you showed good understanding of columnar addition’

It is important that students are given time to read and respond to comments. Student’s responses should be acknowledged by the teacher.

Remarks regarding the child’s quality of presentation may be addressed in an additional comment if necessary.

Where spellings are to be corrected, this will be indicated with the letters “sp”. The child may be asked to practise the word a number of times.

Additional subject-specific guidance

English

Marking of English should follow the general guidelines for next-steps marking as laid out above.

Additionally, marking may focus on spelling corrections of High Frequency Words relevant to the current learning and year group. The child may be asked to practise these spellings or to add them to the spelling list at the back of their book for future reference. Next steps may also be used to ask children to reflect upon grammar mistakes or provide another chance to edit their work.

Key Stage 2 children may edit their own work with editing pens, and this may include spelling or punctuation corrections.

At least twice per half term, children will be asked to self-assess their own writing by using 'golden editing paper', adding appropriate additions and improvements.

Big Writing

Longer, extended pieces of writing to be added to the 'Big Write' folders do not need to be marked but will instead be used for independent assessed work each term.

Maths

In addition to next step marking as laid out above, answers in maths will need to be marked correct (✓) or incorrect (x). Self-marking and peer-marking may be used extensively for this purpose.

Science, Topics and RE

Marking of work in these subjects should follow the general guidelines for next-steps marking as laid out above. Teachers should ensure that their marking is focused on the progression of relevant knowledge and skills, including key spellings and vocabulary for the unit of work. Marking should not be focused on literacy skills including grammar and sentence structure.

Marking of homework

Homework is acknowledged but not marked in-depth. For further details, please refer to the school's homework policy.