



# St Catherine's School

## Marking Policy

### Rationale

Marking is an essential part of planning, teaching and learning. Responding to pupils work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers follow an agreed system and consistent procedures in responding to pupils work in order to give clear messages to pupils, parents and other teachers about individual progress. We use our judgement as professionals in a constructive way when working with children to take them forward.

### Aims

- To raise standards
- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To clear up misunderstandings
- To recognise achievement and progress towards the learning objective
- To provide constructive feedback
- To show pupils that we value work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher
- To provide pupils with opportunities to assess their own work and that of others
- To encourage a dialogue between teacher and child

### Teacher's contribution to the marking and feedback process:

- Marking is done in Pink (positive responses) and Green (for all corrections and targets/next steps)
- Next steps will be provided to extend the pupil's understanding within a lesson. This can be in the form of a question, for example *'Can you include a non-finite clause to start your sentence in each paragraph?'*
- Time must be given for pupil's to respond to their next steps
- A general positive comment or word is used, for example, 'excellent', 'super'
- The learning objective is addressed with a comment if it has been achieved (written in pink).
- A question mark symbol (?) is used to indicate an error or a correction that needs addressing
- An **S** is used to indicate support given, **M** is for minimal support and **I** for independent. A **G** indicates guided group work.
- A minimum of one piece of English at the end of a unit of work will be expected to show formative (quality) marking relating to an APP Level
- A minimum of one piece of Mathematics per week/or the end of a unit will be expected to show formative (quality) marking relating to an APP Level
- Marking should not be excessive
- It should not be a written re-count of what the child did.

- The comments should not be negative or relate to generic expectations for *example 'missing pages'*. This should be dealt with directly with the child
- The learner should be able to read the comment independently, know if they achieved the learning objective and know what they need to do to improve their learning (next step written in green)
- Stars, merits, rubber stamps can be used at the teacher's discretion and can be used in conjunction with the class' own reward system

### **Pupil's contribution to the marking and feedback process:**

- Pupils have opportunities to review their progress and receive improvement time to show the impact of marking upon learning
- Self-assess own learning using marking ladders
- Peer assessment\* through the using of marking partners
- Respond to next step questions within the lesson to extend their learning
- Where relevant (age related) pupils use pink highlighter to find evidence of the success criteria for the lesson
- Pupils to put a pink dot next to the objective if they feel they have met it and blue dot next to the objective if they think they have not met it

*Peer assessment\* Regular use of peer marking is encouraged if appropriate to the learning objective. The pink and green colour scheme can be used within peer marking. One to one peer marking should take place after pupils have been taught assessment skills. Pupils should peer mark with someone similar in ability. Success criteria/learning objectives are essential*

### **Other adult's contribution to the marking and feedback process:**

- Will use only positive comments and vocabulary to support pupil's learning
- Will set next step questions if this is the expectation of the teacher
- If support has been given to a pupil it will be acknowledged with an S and the adult's initials.

### **Spelling and Grammar:**

Pupils will be encouraged to use correct spelling rules and grammar. Spelling errors will be identified with a wiggly line under the word and the wiggly line will then be repeated in the margin and the children are expected to find the correct spelling from learning walls and dictionaries. Only spellings which have recently been taught or are relevant to the lesson will be corrected. Teachers will make professional judgments on using a wiggly line based on ability. Pupils who are in the early stages of learning to spell and are making phonetically plausible attempts at spelling words should not receive the 'wiggly' line. As a guide these are pupil who are below 1c.

Grammar mistakes will also be identified by being underlined in green and will be based on the pupil's writing targets and current expectation.

### **Homework:**

All homework will be acknowledged with a positive comment relating to the objective but next steps do not need to be identified.

## Marking Policy Review:

The Senior Leadership Team will monitor the marking process in their subjects through work sampling, lesson observations, book scrutiny and discussions with pupils and staff. This review was completed in July 2014.

### Teacher's 'At a Glance' Guide to marking.

(This should be fixed inside the front cover of pupil's English and Maths books).

Positive comments in Pink. Correction and targets/next steps in Green

Next steps should extend the pupils understanding and can be in the form of a question for example. Include a non-finite clause to start your sentence in each paragraph. Can you write the next five numbers in the sequence?

A general positive comment or word is used on each piece, for example: 'Good', 'Excellent'.

The learning objective is addressed with a comment if it has been achieved (written in pink) for example. Well done George you have used capital letters and full stops.

The question mark symbol (?) is used to indicating an error or correction that needs addressing for example:  $\frac{1}{2} + \frac{1}{4} = 1$  ?

S = support given M = Minimal support I = independent G = group work

Pupils to put a pink dot next to the objective if they feel they have met it and a blue dot next to the objective if they think they have not for example: I can multiply any single digit by 10 and 100 . I can multiply any single digit by 10 and 100.

Pupils (age related and task appropriate) should use a pink highlighter to find evidence of success criteria in their work. Grinning from ear to ear, Pablo leapt from the balcony with a rose between his teeth.

Here the pupil has identified the success criteria to write a sentence with a non-finite clause.

Spelling errors will be identified by a wiggly line under the word and a wiggly line in the adjacent margin. Pupils write the word with the correct spelling on the wiggly line. Surcumference

Grammar mistakes will be identified by underlining in green for example. Grinning from ear to ear Pablo, leap from the balcony with a rose between his teeth.