

Effective Marking Policy

2022-2023



‘The Love of Christ impels us’

To be

Ready, Respectful, Safe

**‘To love one another as I have loved
you’**

Reviewed: July 2022

‘The most powerful single moderator that enhances achievement is feedback’

John Hattie

At St Peter and St Paul we want to encourage everyone to grow in confidence to achieve their full potential as they learn and play, and to celebrate our successes. Feedback and marking have a particularly crucial role to fulfil in achieving this goal.

Broad aim

Feedback is at the core of assessment for learning in that it acknowledges achievement while at the same time pointing the way forward for pupils by identifying the next steps to their success. To be effective, marking must be made in relation to the steps of success. It must be given in ways that pupils can understand and reflect upon to move their learning forward.

Expectations

Feedback (verbal and/or written) and marking should be:

- Regular, with the teacher assessment, self-assessment and attainment on every piece marked and understood by learners
- Suitably challenging as demonstrated by the attainment score given to each piece
- Resulting in a visible impact
- The beginning of a dialogue/intervention, when required if quality first measures have not been successful
- Used to inform planning of future lessons

Teachers are not the only people who can mark and provide feedback. Whilst they are the lead professional with responsibility for ensuring that all learners make progress, others play a valuable role in terms of feedback and marking. However, feedback and marking provides a key opportunity to personalise learning so as to plan appropriate next steps for all learners to achieve their potential.

Teaching assistants should be involved, on a daily basis, in the process of feedback and marking of the children they have directly worked with for that lesson. Written comments, directed to the learner, should be recorded where a child has been supported with a task. These comments should address both how the child worked and also what the child has managed to produce. This should provide feedback to the child, as well as enabling the teacher to interpret the level of support and success the child had. The teacher will then have to look at the marked work and add in the attainment score. Teaching assistants can carry out marking of tests for assessments including weekly spelling tests.

The learner has a fundamental role to play in their own learning in the form of self-assessment. If dialogue is to occur, then pupils should complete follow up questions and tasks at the beginning of every lesson if the class teacher has asked a question. Such an approach is vital if we wish to develop learners who are independent and self-motivated. There should be an expectation that the norm for pupils is to have to respond in some way to the teacher’s marking where appropriate.

Parents are a key stakeholder in the child's development. From time to time throughout the year parents will want to understand their child's strengths and points for development in the various subject areas. The marking of the child's work will help to enable this. However it may also be appropriate for parents to record their comments about their child's learning too. This may take the form of comments within the reading record, homework book and end of year report.

Editing Work

Key Stage 1

Children in Year 1 (when ready) and Year 2 should be moving towards editing their own work, looking for missing words, capitals letter and missing punctuation etc. These edits should be done in pencil. Pupils who are ready in Year 2 (Summer term) will start to respond in purple pen.

Key Stage 2

Children should be moving towards editing their written work, where and when appropriate. To accommodate this, where appropriate children can skip lines to leave room to go back over their work and then include/ write in their edits. If their first draft is in pencil, they may then edit their work using a handwriting pen.

A basic edit is considered to be correcting missing punctuation and words, and capital letters. A thorough edit requires children to enhance their writing to include the range of devices they may not have included. To do this, it may be helpful for children to have a full range of the grammatical devices they are expected to use available to them.

Marking

After children have edited and assessed their work, the teacher is then free to mark it. Teachers should mark work in a way that enables the child to understand their mistake.

For example: capital letters, punctuation, spelling, handwriting (teachers to model)

Years 1- 6

All work is to be marked in green pen.

When feedback is given to children in books they should respond by writing in pencil.

Years 3-6 should use purple pen to respond to teachers.

Purple highlighter should be used to indicate something that a child needs to improve. Purple for pause!

Yellow highlighter to indicate something good about a piece of work. Yellow for yipeee!

Response to marking is expected in all Year groups from Y1. In KS1 these may be completed with adult support where necessary. Before the children start their next page of work. **They must take the time to respond to their marking before moving on.**

EYFS

EYFS have a different format for steps with 7 areas of learning specified. The attainment outcomes are in line with the Insight assessment tool 'emerging' 'secure' 'exceeding'. Focus work is always group led or 1:1. Work is annotated with child's narration to indicate language development.

Any work being marked in EYFS should be done verbally while the child is present. The work should also be dated and initialled by the early year's practitioner, in green pen, as well as indicating that verbal feedback was given using the code VF.

RE Marking

- † Teachers will mark work according to the steps to success. Teachers do not need to correct every error in written work. They will, however, correct any mistakes integral to the lesson i.e. Religious content, religious vocabulary
- † Special emphasis must be made on the spelling of religious key words e.g. God, Jesus and Gospel ensuring the correct use of capital letters.

Steps to success

Years 1 to 6

The steps to success should be stuck in books for each lesson.

LO:		Date:			
Vocabulary					
Steps to Success		Met		Support	
1			I	G	1:1
2					
3					Attainment 0-7
4					
5					
6					
Extra Challenge					

RE

- † At the beginning of each topic, a title page with the topic title, date, key words and learning outcomes of that topic should be included on the cover page.
- † Steps to success should be shared with the children and an opportunity for prayer and reflection may be included at the start and end of each lesson. – E.g. light a candle to set RE apart from other lessons.

Good Practice

Teachers will mark work to meet the expectation of the learning objective. Teachers do not need to correct every error in written work. They will, however, correct any mistakes integral to the lesson i.e. key words, new grammatical structures or new punctuation where appropriate etc.

Key areas should be common spelling, grammar and punctuation errors, which the child should be able to identify independently, and with the use of dictionaries, spelling work banks/ lists and displays.

Teachers should write corrections above the child's writing or in the margin so that the child can see the original error as well as the correction. **Rubbers are never used** with the exception of display work.

Markers should not be used in any book. Colouring pencil only.

Marking should be in a green pen to contrast with the pencil, or the black pen of the child.

When work has been supported by an adult this needs to be made clear in the child's book through the steps to success.

Presentation

Presentation at St Peter and St Paul School is of the utmost importance. We pride ourselves on our high expectations of both staff and pupils and handwriting is a central part in this.

Nelson Handwriting is taught from Nursery and then continues throughout the school. Children are taught the letters and joins with the appropriate tails from the beginning. This enables children to quickly join first string letters and then whole words. Children should be confidently joining as soon as possible.

When book monitoring takes place presentation is also accounted for. We look to see if the children take pride in their work as well as demonstrate outstanding behaviour for learning across subjects.

Key Stage 1

Examples of feedback marking

Well done you have used some interesting vocabulary to describe the Hungry Caterpillar. Good use of finger spaces.

Well done you have used full stops at the end of your sentences.

Well done on spelling the key words of the topic correctly e.g. Mary, God, Jesus.

Key Stage 2

Examples of feedback marking

I really liked the way your adverbs added information and matched your verbs - e.g. 'sauntered woozily'

Could you improve your synonyms for 'said'? Can you think of 3 alternatives?

Well done! You are remembering to including your unit of measurement - £

Careful when multiplying by 10 and 100. How many columns do you move digits along each time?

Provide an example below to show me.

Your relative clauses add extra information about your subjects, well done. I especially liked 'who was really his uncle'.

Look again. What punctuation do you need either side of your purple clause? Add it in.

Well done. You mastered this method today, including remembering your 0 for place value.

Can you write a question for someone else that they could solve using this strategy?

Well done on your explanation of the Feast of the Epiphany. I like how you have used the word guidance.

The wise men were guided by the star - who guides you on your journey through life?

How does Jesus guide us today?

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