

English Martyrs Catholic Primary School
"where everyone is special"

P11: Marking Policy



Mission Statement 2012

With Christ at the heart of our Catholic community,
our mission is to:

- ✘ nurture the potential in each individual,
- ✘ celebrate achievement,
- ✘ and develop an awareness of service
to God and each other

Adopted by the school: September 2015

Review: As needed

Introduction

This policy gives guidance to staff on the purpose, types and frequency of marking at English Martyrs School. The marking policy aims to establish a reflective and interactive dialogue between the child, teacher and other adults. It must enable the child to contribute to the learning experience by helping them to make judgements about their own learning successes and needs, and reflect on the overall outcome of the work.

Aims and Objectives

We believe marking should:

- Be a positive experience.
- Must improve the learning experience for the pupil.
- Indicate where the child has achieved success in meeting the learning objective/WALT, that he/she has been working towards.
- Lead to focused improvements in work.
- May have a direct link to the targets a child is working towards.

Marking should satisfy the following questions:

- Can the child read what I've written?
- Will the child be able to understand the language I've used?
- Does my comment relate to the WALT, target or challenge the child's thinking?
- Has time been allowed for the child to respond to the marking comment?
- Does it lead to one focussed improvement in the child's work?
- Is the marking a good role model for the children eg accurate spellings, handwriting in line with the presentation policy.

Who should mark?

The class teacher is responsible for the marking of children's work. There may be times when it is appropriate that a child would mark their own or a peer members work (writing in pencil with PM as a symbol used).

A Teaching Assistant may be required to mark if working with a group, eg routine spellings, mental maths tests. The quality of the marking remains the responsibility of the class teacher.

Children will need to be taught the symbols for the marking policy to enable them to understand teacher's marking and know how to comment upon it.




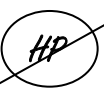
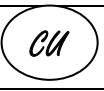
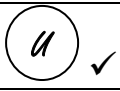
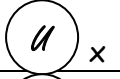







How should we mark?






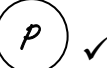
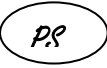

- All marking should be done in green ink.
- Children's response to the marking should be written in red pen (Key stage 2), red pencil for younger children.
- Marking comments or symbols should not detract from the child's work; it should be discreet, with tidily written comments.
- If spelling is not the main focus of the activity, 3-5 misspelt words may be indicated at the bottom of the piece of work. These words could be basic words the child is expected to know given their ability or subject specific vocabulary for various areas.
- A tick indicates work which is correct, a cross indicates work which is incorrect.
- For maths, modelling of the error should be done so that children understand what their error was.
- When marking there should be one comment indicating good features of the work and one which indicates the next step (1 star and a wish approach).
- When marking it should be clear if a child has received additional input or intervention by an adult, so a clear indication as to the impact of the support can be seen.
- Marking by Supply Teachers is to follow the same policy with them using the appropriate symbols.
- When appropriate teachers are to highlight an example of what the wish/next step in green and pink for an example of what they have done well.

Rewards for work













Each class will have their own individual reward systems in class. In addition house points may be awarded for good work and stickers. Exceptional work, for the ability of the child, can also be awarded by a headteacher's award. On some occasions exceptional work may be shared in the Friday Celebration Assembly.

Key stage 2 Symbols used in the Marking Scheme

| Symbols | What they mean? |
|---|---|
|    | <p style="text-align: center;"><u>Pupil Communications:</u></p> <p>In the Margin next to the WALT, children draw a:</p> <p>This means they fully understood the learning that took place.</p> <p>This means they partially understood the learning that took place.</p> <p>This means they did not understand the learning that took place.</p> |
|  | House Point collected |
|  | Pupil writes this in red pen to indicate they have read the teacher's comments and understands them (only to be used when pupil response is not appropriate). |
| <u>Teacher Communications:</u> | |
| ✓ | Correct |
| x | Incorrect |
|  | Unfinished/acceptable reason |
|  | Unfinished/unacceptable reason |
|  | Pupil Absent - task missed (with date and WALT) |
|  | To indicate a Spelling error of a word that the child should know for their ability or focused vocabulary. At the bottom of the page it is to be written out with the number of times the child is to copy the correct spelling out (modelled by the teacher). |
|  | Task completed independently (to be used for children who usually work with an adult or peer support). |
|  | Supported by teacher |
|  | House Point awarded |
|  | Supported by Teaching Assistant |
|  | To indicate Adult Intervention / Input at the place it was given in the work. |
| ✓ WALT | To be ticked through the word WALT as an indication that the teacher has assessed this child has achieved the WALT. If not ticked this would indicate a child has not achieved the WALT. |
| // | New Paragraph |

| | |
|---|---|
|  | Needs to be underlined |
|  | Full Stop missed |
|  | Capital letter. Circle the letter where there is a capital letter error. |
|  (initials) | Supply teacher at the end of a piece of work should use this symbol with their initials outside the circle. |
|  | Presentation Poor (<i>does not have to be written on every piece of work</i>) |
|  | Presentation Good (<i>does not have to be written on every piece of work</i>) |
|  | Peer support |
|  | Peer marking |

Key stage 1 Symbols used in the Marking Scheme

| | |
|---|--|
| ✓ | Correct |
| x | Incorrect |
|  | Unfinished/acceptable reason |
|  | Unfinished/unacceptable reason |
|  | Pupil Absent - task missed (with date and WALT) |
|  | To indicate a Spelling error of a word that the child should know for their ability or focused vocabulary. At the bottom of the page it is to be written out with the number of times the child is to copy the correct spelling out (modelled by the teacher). |
|  | Task completed independently (to be used for children who usually work with an adult or peer support). |
| ✓ WALT | To be ticked through the word WALT as an indication that the teacher has assessed this child has achieved the WALT. If not ticked this would indicate a child has not achieved the WALT. |
|  | Supported by teacher |
|  | Supported by Teaching Assistant |
|  | To indicate Adult Intervention / Input at the place it was given in the work. |
|  | Peer support |
|  | Full Stop missed |
|  | Capital letter. Circle the letter where there is a capital letter error. |
|  | A speech bubble with writing inside, is the teacher's way of recording what a child has said orally to the teacher which is relevant to the learning. |