

St Thomas More Catholic Primary School

Marking Policy

Introduction:

At St Thomas More Catholic Primary School, our marking policy reflects our strong belief that all children have entitlement to a broad and varied education and experiences, which allows them to achieve their full potential within the context of stimulating and exciting learning experiences that is rich in faith. Through our marking, our aim is promote in children a love of learning which will last a lifetime.

The marking policy of St Thomas More Catholic Primary School seeks to help teachers in their planning of activities which show progression for children in order to succeed and achieve. The teacher's marks and comments on children's work will seek to acknowledge that our children are individuals who are valued and to show that we care about their education. Where anyone is trying to learn, feedback about their efforts has three elements – *the desired goal*, the evidence of their *present position* and some understanding of *a way to close the gap* between the two. We believe that learners need to know where they are, where they need to go and how best to get there.

Aims:

Our aims to develop the children in our care and help them to become independent learners include:

- Providing effective feedback to children
- Allowing them to take ownership of their learning and be involved in the marking process
- Become more confident in assessing their own work and support peers with their assessment
- Raise their self-esteem by looking at their errors in a positive manner in order to learn from mistakes
- Set targets in order for children to feel a sense of achievement, show progression and deepen their understanding
- Celebrate the achievement of objectives met
- Enable children to evaluate their own learning and know what their next steps are

"To be effective, feedback should cause thinking to take place."

Shirley Clarke

Purpose:

The purpose of marking is to:

- Acknowledge the progress made during a lesson
- Pinpoint a child's strengths and advise how to develop them
- Develop learning of the lesson at greater depth by setting a challenge
- Be clear and constructive about any weaknesses and how they might be addressed
- Address any misconceptions made within their work

- Enable a child to revise errors and reflect upon their own learning
- Give an opportunity for a child to improve written work
- Inform the child of teacher expectations
- Show the child the 'next step' in their learning

Policy into Practice:

In marking children's work, teachers will consider:

- How well the child has understood the task
- What the child knows and does not know
- What the child needs to do next to improve
- How the child will be informed of this
- How they can encourage a child to review their work critically and constructively

The teachers have agreed to follow general criteria for effective marking:

- It is linked to learning objectives or targets set of which children are aware
- It supports a child's progress
- It is constructive, specific and at times may be oral rather than written
- It encourages children to achieve their potential
- It can include photographic evidence provided there is evidence of learning through feedback
- Staff will ensure that handwriting is taught to the policy and the writing of digits is clear and formed correctly
- Times will be set aside for children to review their feedback and act upon it
- Use of pink highlighters are used to acknowledge positive aspects and green highlighters are used to inform children of how to develop further
- Children will be made aware the purpose of pink and green comments
- Children will correct answers without erasing original errors highlighted by an adult
- Symbols will be used for written work to indicate errors
- Red ink will be used by the class teacher/regular cover teachers e.g. PPA
- Blue or black ink will be used by students or supply teachers and they will initial the work
- Green will be used by Learning Support Assistants
- Learning Support Assistants will be involved in celebrating children's achievement and progress if they have provided support for individual children
- Activities/lessons for English, Maths, RE and Science allow the teacher to provide written feedback using pink and green highlighters
- Be clear to supply/cover teachers of their expectations when marking
- Class teachers to be accountable for the marking of children's work within their classroom
- Use differentiated stickers making reference to learning and achievement against the objective

Self-Assessment Examples in Mathematics

Children can show how they feel about their learning and achievement within a lesson by using a simple face. This must be acknowledged by the teacher.



Children can show *how* or *what* they used to achieve the objectives:

I used  (Bead string)

I used  (cubes)

I used a number line to help me.

Children can use a pink and green highlighter at the end of a piece of work to say what they have learned (linked to the objective) and what they could do even better.








I was really pleased with my work today because can now multiply a 2 digit number by a 1 digit number.



I need to practise my 7 times tables because I wasn't very accurate.

Children can use simple or more detailed marking ladders/checklists to take responsibility for their learning and progression:

Self Assessment	
I can say a number 1 more or 1 less from a given number	
I can say 10 more or 10 less for multiples of 10	

Self Assessment	
I can identify acute, obtuse & right angles	
I can estimate the measurement of the angles	
I can use a protractor to create the above angles	

Self-Assessment Examples in Literacy

Children can show how they feel about their learning and achievement within a lesson by using a simple face. This must be acknowledged by the teacher.



Children can use a pink and green highlighter at the end of a piece of work to say what they have learned and what they could do even better.









I was able to write sentences using conjunctions.



I need to check I have used a full stop at the end of my sentence.

Children can use simple or more detailed marking ladders/checklists to take responsibility for their learning and progression:

Self Assessment	
I can write a simple noun-verb sentence.	
I can include an adjective.	
I can use a capital letter and a full stop	

Self Assessment	
I have shown I can use simple sentences for effect within my writing	
I have shown I can use compound sentences with use of conjunctions	
I have shown I can use complex sentences and show commas to separate clauses	

Self-Assessment within RE, Topic and Science will include similar styles to those presented in the Maths and Literacy examples. Pink and green highlighters will also be used by teachers. Children will be given the opportunity to self-assess.

General:

Marking and verbal feedback in all areas can be gathered from the whole range of learning experiences, for example, writing, art work, oral responses to reflective experiences, hot-seating, 'diamond nines', checklist activities, role plays, mind maps, circle-times and debates, surveys and so on.

Work will be marked and handed back quickly to encourage the discussion of work. Children will also be allowed time to respond to comments or questions set. Teacher's comments will be legible and accurately written. Children will be able to understand language used by teachers.

At appropriate times, children will be encouraged to mark their own work for instant feedback which will allow the teacher to take the children's learning forward or to consolidate what they already know. Children will be encouraged to take control and responsibility of their learning and progress through marking their own work. Adults can record children's responses on green post-it notes throughout a lesson if necessary.

At St Thomas More Catholic Primary School, we acknowledge that the professional judgement is the key factor in all assessment. Therefore, marking is often judgemental and selective in order to foster positive attitudes in our children.

Monitoring & Review:

Monitoring of the implementation of this policy will take place during the monitoring of subjects by area coordinators and senior management. Work scrutiny of books will take place regularly to celebrate areas of successful learning and areas for improvement.

Review Date: May 2020

Next Review Date: May 2022