



Our Lady of Fatima Primary School MARKING POLICY

The purpose of this policy is to make explicit how the teachers at Our Lady of Fatima Primary School mark children's work and provide effective feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

It is an agreed expectation that all books are marked promptly ready for the following lesson. It is vital that teachers provide constructive, positive feedback to children (both written and orally) focusing on success and improvement. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

Reasons for marking:

- to recognise, encourage and reward children's effort and achievement
- to indicate how a piece of work could be improved upon and to provide feedback on strengths and weaknesses
- to improve pupil's confidence in reviewing their own work and setting future expectations
- to develop pupil's awareness of the standards that are expected of them
- to identify pupils who need additional support/more challenging work
- to aid planning

Relevant Teaching Standards:

Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Make use of formative and summative assessment to secure pupil progress.

Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Marking must be consistent across the school.

Marking Non- Negotiables from Reception Class to Year 6:

- All work is marked by a member of staff in **red pen**.
- A **green highlighter** is used to highlight success against the Learning Challenge/Success Criteria.
- A **pink highlighter** is used to highlight areas for development. (The page must not have too many pinks – link to the Learning Challenge/Success Criteria.)
- Work marked by someone other than the class teacher should be marked against Marking Policy and initialled by the supply teacher or TA.

- A gap or next step comment should be provided regularly in Mathematics/Literacy/RE/Science and Creative Curriculum to ensure that either misconceptions are addressed immediately or that pupils' understanding is deepened. (This will be a written next step of visual target)
- Comments in books must be written in child friendly language that moves children's learning on or deepens their understanding.
- All adults writing in pupil's books should model school agreed letter formation as taught in the Nelson handwriting material and must meet the grammar requirements of the Teaching Standards.

Pupil Response:

Children are expected to always read comments made as a result of their work and it is essential that time is made for this. All pupils are taught how to respond to marking using a **green pen**.

Children must be given time to read and consider the written feedback the teacher has provided. Children are encouraged, where appropriate, to respond to all marking. Children's responses to marking and feedback must be marked by the class teacher.

In Reception class, marking will often be alongside the child and more verbal feedback given. Visual targets will apply.

For pupils with Special Educational Needs and disabilities visual targets/reminder prompts may be used.

Peer and Self- Assessment:

Pupils are encouraged and properly trained to mark their own and their peer's work. They are taught to highlight successes and identify where improvements could be made. This should be done with discussion to ensure that pupils mark to the Learning Challenge/Success Criteria.

Marking and feedback should:

- Refer in the whole to the Learning Outcome/Success Criteria of the lesson.
- Be very clear, neat and in child friendly language.
- Focus on misconceptions or the next steps in learning – GAP tasks (Go and Practise).
- Encourage the learners to be equally aware of 'how' and 'what' they are learning.
- Lead to improved learning.
- Provide opportunities for assessment – including self-assessment.
- Develop self-confidence and raise self esteem by giving recognition and praise for achievement and clear strategies for improvement.

- Respond to individual learning needs, taking opportunities to mark face-to-face.
- Inform future planning and teachers' judgments on how a child is progressing.
- In Reception Class and for SEN pupils, visual targets will support children's next steps.

Marking and Feedback in Reception Class.

In Reception class, marking and feedback strategies will include:

- next steps for profile books
- verbal praise, stickers and stamps,
- written annotations, short and narrative observations, post it observations,
- annotation of work
- photographs by staff
- Children beginning to discuss their own work and understanding their next steps towards the end of Reception by understanding and using visual targets.

What do GAP tasks look like?

Developmental Marking:

A **reminder** prompt covers previous learning.

- e.g. Which better adjectives for the word 'bad' can you think of? List 3.
- Add in three adjectives to improve your description of the setting.
- Remember your finger spaces. Rewrite this sentence.
- Punctuation goes inside the inverted commas. Write this as a line of speech...
- Don't forget to start with the unit's column when you are subtracting. Try this one.
- Remember the 0 when multiplying the tens. Try these two.
- Write a list of at least 3 things a plants needs to grow

A **scaffolded** prompt should be used when a child is experiencing difficulty with the format of a question/method. It may include an example with missing sections.

- e.g. What kind of monster was he? Write a sentence using one of these words: *fierce, terrifying, ferocious.*
- The dog was angry so he..., Describe the expression on the dog's face in 3 different sentences.
- The _____ the wire, the _____ the light.
- Finish this sentence using the opener: Deep in the woods...
- Fill in the blank. $3+7=10$ $10-__=7$
- I know when a number is odd because...Finish the sentence.

An **example prompt** gives a model for the children to use. It could be a completed sum, which shows the method or an example of a sentence with correct speech punctuation. Pupil would then be left with an activity to try themselves.

Summative Feedback / Marking of Assessments:

Children will be formally tested on a termly basis. Attainment descriptors and the teacher assessments will be used to support target intervention, planning and reports to parents.

Subject Specific Marking and Feedback:

Maths

- Closed tasks are marked with a tick and a dot put next to an incorrect answers. Children **MUST** leave incorrect answers and not erase them.
- The pink pen is used to highlight misconceptions. All misconceptions should be identified and commented on.

Literacy

- An assessed piece of work, marked against the marking criterion scale, should be evident at least half- termly.
- Spelling corrections (limited to the words the child should know and a maximum of 3 spelling mistakes) are underlined and written correctly at the bottom of the page. The child will then write the word 3 times when responding to any GAP marking.
- Punctuation marks relevant to the child's learning within the National Curriculum are marked.

Religious Education.

RE activities are marked **according to the AT1 and AT2 Attainment Levels**. RE must be marked against this criterion. Spelling errors will be addressed **but marking must be RE focused and not wholly Literacy based**.

Creative Curriculum

In addition to marking to the Learning Challenge, errors in spelling, punctuation and grammar will also be marked.

Monitoring and Evaluating this policy:

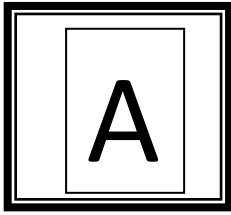
This policy will be monitored through further consultation with staff and through planned reviews.

Children's workbooks will be monitored through book scrutiny by Curriculum Leaders and SLT.

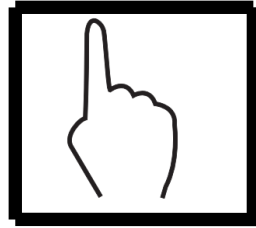
Where appropriate, subject leaders will highlight good practice and areas for development for all staff to consider and discuss.

Subject leaders monitor subject specific marking as part of their management and monitoring role as directed by SLT.

Visual Targets:

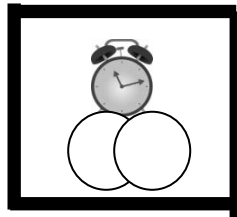
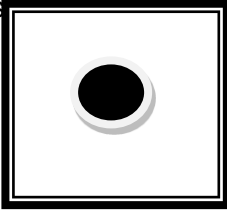


Capital letters

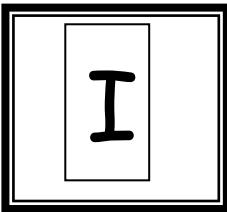


Finger

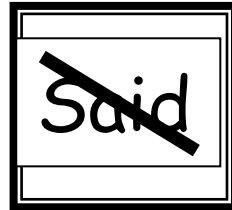
spaces



Time connectives

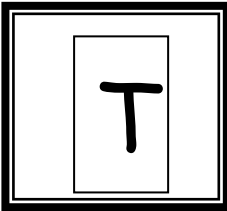


Independent work

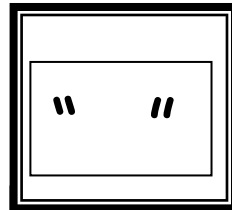


Use better words for

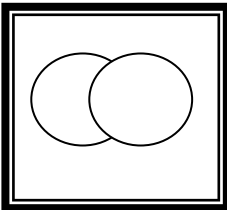
said



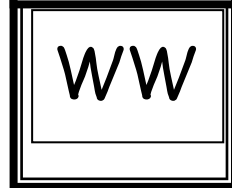
Worked with Teacher



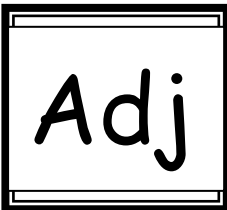
Inverted commas



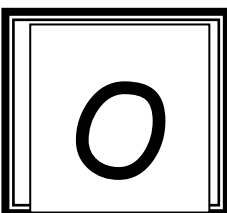
Connectives



Used a word wall for key spellings



Adjectives



Openers

