

St. George's Catholic Primary School

'Achieve, Believe, Care.'

Marking Policy

1. MISSION STATEMENT

At St George's Catholic Primary School, we welcome everyone as a member of God's family.

With Jesus in our hearts, we pray together, we work together, we show respect for each other and the world around us. We love God, ourselves and one another.

2. AIMS

This policy is intended to ensure consistency across the school in terms of marking practice. Marking should enhance learning through:

- Drawing children's attention to what they need to improve
- Providing feedback on what they have done so far

3. AGREED AREAS FOR MARKING

- Marking codes / conventions for feedback**
- Which errors do we focus on?**
- What are the next steps in learning?**
- How do we know this is working?**

4. RE:

- The '3' tick system is not used next to the objective in the RE books.
- Feedback to the children could involve praise, a relevant comment and/or a key question for children to respond to.
- Key questions offer the children to be reflective and are used as a tool to assess the children's understanding.
- In EYFS and KS 1 verbal feedback may be given to a child and pupils show 'thumbs up/thumbs down' to indicate their understanding of the lesson.
- In KS 2 feedback to pupils regarding their work may be given verbally or questions may be posed for children to respond to in their books.
- In KS 2 children will use a colour to indicate their understanding of the lesson objective using a traffic light system: green – confident/fully understands, orange – partially understands, red – doesn't understand.

5. EYFS

- Marking will be done verbally or a teacher comment will be made on the work.
- The teacher comment is written in green.
- I = work completed independently. S = work done with adult support. V= verbal feedback is given to the child.
- The child's work is annotated following completion of the task. Comments will include the level of support they received or whether they worked independently. An explanation of practical activities (which may be shown using photographs), may also be part of the annotation.
- 'Pink' to think will be introduced towards the end of the year, or as the children are ready, to inform the child of their next steps or areas they should practise. For example, letter formation. Where a discussion has taken place, this will also be stated.
- The three ticks system is used when marking mathematics work. (See explanation below in KS 1)

6. Key Stage 1

- Ticking and general comments are written in green.
- S = work done with adult support.
- 'Pink' to think pen is used to give feedback to take the learning on, address misconceptions or provide challenge activities.
- Ticks in the margin next to the learning objective indicate how well the child has understood the learning.
 - demonstrates no understanding
 - ✓ - demonstrates some understanding
 - ✓✓ - demonstrates a clear understanding
 - ✓✓✓ - demonstrates an accurate and greater understandingThis is used with more concrete tasks, particularly in maths, but also in science and for some other lessons where it is deemed appropriate.
- A dot is used for errors when marking Maths work. Feedback to pupils could involve a calculation, questions to answer or error corrected. V = verbal feedback if appropriate.
- Self-assessment involves pupils showing 'thumbs up/thumbs down' to indicate their understanding.
- **Phonics – RWI.** Children may mark their own work, staff may mark in the moment and provide children with verbal feedback

7. Key Stage 2

General:

- Ticking and general comments are written in green.
- Ticks in the margin next to the learning objective indicate how well the child has understood the learning.
 - demonstrates no understanding
 - ✓ - demonstrates some understanding

- ✓✓ - demonstrates a clear understanding
- ✓✓✓ - demonstrates an accurate and greater understanding
- Spelling mistakes will be underlined, and sp written in the margin. An appropriate number is written at the foot of the piece of work, for the child to copy out. Words identified will depend on the curriculum area, nature of task and ability of the child.
- Comments may indicate how well a child has done and what they might do to make required improvements.
- Questions may be given for a child to respond to, and will be appropriate to the objective and subject area. V = verbal feedback if appropriate. GS = group support

Maths:

- A dot is used for errors when marking Maths work. Responding to marking in pencil.
- Self & peer assessment: Children use a coloured crayon to self-assess or peer assess work.
- On occasions, children will use a colour to indicate their understanding of the lesson objective using a traffic light system: green – confident/fully understands, orange – partially understands, red – doesn't understand.
- Feedback to pupils could involve a calculation, questions to answer or error corrected.

English:

- Spelling mistakes will be underlined, and 'sp' written in the margin. An appropriate number is written at the foot of the piece of work, for the child to copy out.
- Written pieces of work completed by the children involve a steps to success. A positive comment is given. Children are given the opportunity to respond to feedback and improve aspects of their writing/up level the work and write it out in their 'work to be proud of books'. Years 2 – 6 use a purple crayon/pen for editing their work.

8 How do we know this is working?

- Work trawls will indicate that the marking policy is being applied consistently.
- Children will be seen to have taken on board corrections and attempted to rectify mistakes.
- Comments will have led to evidence of progress in children's work.
- Pupil interviews will give their point of view about the marking and feedback they find beneficial.

POLICY REVIEW

This policy will be reviewed at least every three years or as required by changes in legislation.