ST ANNE’S CATHOLIC PRIMARY SCHOOL
MARKING POLICY 2019

Mission Statement

Let Trust, Respect and Love live here

Vision

‘With Jesus in our hearts we learn and grow’

Introduction

Marking plays a central role in teachers’ work and is frequently the focus of lively debate. It can provide important feedback to pupils and help teachers identify pupil misunderstanding. However, the Government’s Workload Challenge survey identified the frequency and extent of marking requirements as a key driver of large teacher workloads. The reform of marking policies was the highest workload-related priority for 53% of respondents. The 2016 report of the Independent Teacher Workload Review Group noted that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be “meaningful, manageable and motivating”.

Purposes

The purposes of this policy are to inform and share expectations with all staff at St. Anne’s Catholic Primary school so that there is a clear and consistent approach to marking and feedback across the school. We believe that effective marking and feedback improves learning; it is an essential tool for assessing and monitoring pupil’s work and in preparing for the next stage in the learning process.

Objectives

To ensure that all children have their work marked in such a way that it will improve their learning, develop their self-confidence, raise their self-esteem and provide opportunities for self-assessment. As a result of this policy, there will be greater consistency in the way that children’s work is marked across the MAC.

Expectations

Teachers and Teaching Assistants should check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support. When responding to the feedback, pupils should write in a purple pen to indicate they are directly responding to the feedback. This avoids the need to record ‘Verbal Feedback’ etc. If writing in pencil (EYFS or KS1), ‘VF’ will be recorded.
The intended outcome is that pupils use this feedback effectively and are eager to know how to improve their learning. They capitalise on opportunities to use feedback to improve.

Students and volunteers will not mark pupils’ work unless spellings or times tables tests.

**Marking against success criteria**

Children should be made aware of any success criteria that their work will be marked/assessed against. These are clear, concise expectations as would be seen in a marking scheme. They will reflect the final outcome that the teacher expects the child to produce. Planning must always start with the final intended outcome in mind.

Verbal feedback in the form of ‘live’ marking will focus on the success criteria and age-related expectations in terms of SPaG. **Live marking must be a feature of every lesson.** This is marking at the point of learning to enable teachers/TAs to identify children who have grasped concepts quickly and those who have misconceptions. The teacher is to provide support to unpick the misconceptions and develop a more solid understanding of the lesson content. The mantra is to ‘keep up’ rather than ‘catch up’!

In Nursery and Reception, the teachers focus on giving verbal feedback to the children but they may write a comment with the child. Staff also annotate the work as part of the process of gathering information for the EYFSP. Teachers will use ‘VF’ as a verbal feedback code and may record elements of the learning conversation. Success criteria will be discussed as part of verbal feedback.

**KS1** - For end of unit and extended pieces of writing, agreed visual/coded marking will be used for both the children and teachers to assess against. The children will use them as part of the evaluating and editing process. Time should be built in the lesson to allow for this. For almost all children, these will be matched to age-related expectations for SPaG. Success criteria will need to be used for both the draft and final versions. Successes, marked in green pen and areas for development, marked in pink pen against genre-specific criteria should be identified throughout the piece of writing using the coding system from the ‘Think Pink’ prompt and any lesson specific coding shared with the children when sharing the success criteria.

**KS2** - For end of unit and extended pieces of writing, success criteria grids will be used to evaluate, edit and assess writing; this criteria will focus on both SPaG and genre-specific criteria. For almost all children, these will be matched to age-related expectations. Pupils must be allowed time to edit their work prior to submission.

In terms of maths (standalone and cross-curricular), the same process will apply. Teachers should check at which point the child has made an error in a calculation and highlight in a pink coloured pen. The child should then rectify the error. The teacher should avoid simply writing the correct answer or, indeed, the calculation. This will have limited impact on learning opportunities. Number and letter formation should be corrected at all times.

**Formative assessment**

Marking must provide the children with focused feedback that moves learning forward based upon the success criteria. Codes/comments should inform the children of where their errors and misconceptions lie within the piece of work; making it clear what is wrong and what they need to do to put it right. These
comments should be directional not invitational. As part of this process, an intentional shift in focus is from assessment to planning. Instead of detailed written marking, teachers could read pupils' work and put books into 3 piles:

- re-teach
- consolidate
- extend

This will inform class feedback and planning, or pupils might be put into groups depending on their needs. Pupils must be given an opportunity to redraft or improve their work after receiving written feedback. A consideration of how the feedback will improve future pieces of work should be a part of the culture of learning.

The specificity of feedback is a key determinant of its impact on performance, while feedback that is imprecise may be viewed by pupils as useless or frustrating. This is why providing clear success criteria for a piece of work is associated with higher performance. Given this wider evidence, setting clear targets in marking, and reminding pupils of these before they complete a similar piece of work in the future is crucial. Teachers/TAs will have discussions with the groups. Tasks will be personalised depending on the group the child is placed in. Research suggests that there is no difference between the effectiveness of coded or uncoded feedback, providing that pupils understand what the codes mean. Therefore, it is perfectly reasonable to write T1 on a pupil’s piece of work, which results in them completing follow-up Task 1 on the board. The key is that the task should be written by the pupil in purple pen.

A workload challenge is marking the follow-up task! Again, teachers should use ‘live’ marking opportunities here. Similarly, the groups identified above could peer and self-assess their work as part of the planned lesson. The expectation is for teachers to talk to each pupil in class at least once a fortnight. This will involve a review of the purple coloured pen responses.

It is also important to award house points or equivalent for excellent effort. Sometimes, a smiley face is sufficient! Avoid writing detailed comments about why it is right; this is part of the lesson process – the children should know this.

Basic skills errors, including spellings, (related to the child’s ability and their knowledge and understanding) should be identified in pink coloured pen and coded correctly, for example, ‘Sp’ for spelling. Please note, children need to be working towards meeting end-of-year expectations. All basic skills mistakes should be corrected in all books; children should go back and correct the errors. Writing a spelling correction out 3 times spelt correctly has limited impact on future learning if it is not followed up. The child and teacher should have an awareness of the words the child is struggling with and procedures to monitor these words should include writing out the incorrectly spelt word in the back of the exercise book using the Look, Cover, Write, Check method.

Staff should model their high expectations within their feedback e.g. correct spellings and punctuation used.

**Regularity of marking**

At EYFS/KS1/KS2, at least weekly marking is an expectation for core subjects of English, Maths, Science and Religious Education. Foundation subjects should be marked at least fortnightly.
Presentation
Dates need to be recorded in books along with a WALT (We Are Learning To). Pupils should not be expected to write out success criteria as this in itself will not aid learning. In EYFS and Year 1 the date and WALT will be prepared by the teacher and glued into books. In Year 2, pupils will write the date neatly and the WALT will be prepared by the teacher and glued into books. In KS2, pupils will write and underline the date and WALT neatly at the start of each piece of work. In maths the short date will be recorded e.g. 04.09.19, in all other subjects the date will be recorded in words e.g. Wednesday 4th September 2019.

Deepening learning

Example of a task for children who have understood a question:
The children have fully understood the concept of near doubles to 20; their challenge is to answer: “Why does 30 + 29 + 31 = 90” OR Instead of asking: ‘Can you round 325 to the nearest 10?’ Pose a reasoning or problem solving question: “I’m thinking of a number. When I round it to the nearest 10 I get 460. List the numbers I could be thinking of.”
Or it may be appropriate to get the children to explain their thoughts/reasoning - ‘I think because…’

Marking procedures – pupils

Children should be encouraged to ‘self check’ their work before handing it in to be marked. They should attempt to identify their own punctuation and spelling mistakes and in maths be able to ask questions like ‘does the answer look sensible?’
If a child is uncertain as to how to correct errors they should be encouraged to ask for help and use dictionaries, word mats etc.
Where children read each other’s work or early drafts they should note mistakes by underlining their partners work in coloured pencil rather than correcting it
Children should be encouraged to mark each other’s work in regard to spelling and maths tests.
Tippex and other solvents are not acceptable in school/classrooms
Purple polishing pens/pencils to be used by pupils to show where they have corrected their work.
At the end of the lesson children should self-assess their work to indicate whether they are...
happy... 😊 sad... 😞 or okay... 😐 about their work using a small, simply drawn face to the right side of their WALT.

Celebration of work

The following list should be used to praise children’s achievements:

House points will be awarded for recognised good work
Praise and celebrate the work with the rest of the class
Send the child with his/her work to another teacher for praise
Send the child with his/her work to the Headteacher for praise
Let the child have a photocopy of work to take home to show parents
Put work on display
Share with the rest of the school at Celebration Assembly
Share a photograph of the work on the class page of the school website
Work that is considered unacceptable

In the first instance do not mark it. Draw the child’s attention to previously completed work in his/her book that reflects what can be achieved. Identify to the child those aspects of the work that give rise to the work being unacceptable. Ask the child to repeat the work in his/her own time – not teaching/learning time. If repeated work is again of an unacceptable nature the class teacher will inform the parent if necessary. Work should not be removed from a child’s book.

Other Marking aspects

Recording work with a pen should be introduced in Year 4 when it is considered appropriate for individual children. It would be hoped that by the end of Year 5 all children will be using a pen. Children encouraged to move from pencil to pen when appropriate and Y6 children will be using a pen.

When a child corrects a mistake a single line should be put through the word. Scribbling through the mistake should be discouraged.

Rubbers are not to be used unless authorised by the teacher.

Marking codes can be found in the Appendix to this policy. In addition, if pupils were given a significant amount of support to achieve their WALT by working with a Teacher or TA, for example in a Guided Writing group the following codes will be used:

T - Teacher
TA - Teaching Assistant

Monitoring and Review

The Head teacher will be responsible for monitoring the policy when carrying out book sampling activities.
Handwriting unacceptable. Please re-write.

X A wrong answer.

You should have started a new paragraph here.

O A circle means check for capital letters and full stops.

Correctly.

An incorrect spelling on this line of work. Find out how to spell it.

If you make a mistake, put a single line through it.

THINK PINK!