

St Peter & St Paul CE Primary School



Marking Policy 2020 -22

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	January 2020	Mr Steven Ginn Head Teacher
Agreed by Governors:	January 2020	Mrs N Ford Chair of Governors
Lead:	Senior Leadership Team	
Review date:	January 2022	

Mission Statement

We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.

Marking Policy

Rationale

St Peter and St Paul CE Primary School believes marking should provide constructive feedback to every child, both celebrating success and highlighting improvement needs against learning objectives and success criteria. This will enable children to become reflective learners and help them to close the gap between current and desired attainment.

Marking Aims

- To give children opportunities to become aware of, and reflect on, their learning needs
- To give recognition and appropriate praise for achievement, which may be verbal, not necessarily written
- To respond to individual learning needs, using live marking with some and distance marking with others
- To relate marking to learning objectives, which must be shared with the children
- To relate marking to the selected 'Challenge and Choice' task
- To inform future planning
- To use formats which are accessible and inclusive
- To be seen by children as positive in improving their learning
- To allow specific time for children to read, reflect and respond to marking as well as making related improvements
- To involve children in the same process, across all subjects and ages
- To use consistent codes throughout the school
- To involve all adults working with the children in the classroom
- To help parents understand the strengths and areas to develop in their children's work
- To make marking manageable for all teachers

Marking procedures and strategies

- During each lesson, children should be told what the learning objective is and given access to 'Challenge and Choice'
- Marking should be in relation to shared learning objectives and the child's attainment, encouraging more creative work and/or extended writing and should not focus purely on the 'secretarial features' of presentation and neatness.
- Lessons will be planned so that time can be allowed to go through work and self-mark as a class.
- Children need to have some feedback about their work, but flexibility is important, depending on the nature of the task and time available.
- Distance marking should be accessible to children and manageable for teachers.

- Following on from this, as far as possible, marking should be done daily or when a piece of work is completed (live marking). English Cold and Hot Tasks are notable exceptions to this.
- As far as possible, time should be spent with the child to ensure they understand the comments and the next steps for improvement.
- Successful pieces of work are rewarded in a variety of ways.

Live Marking

- In the course of a lesson, live marking, including verbal feedback, should focus firstly on issues related to the learning objective.
- Live Marking should focus secondly on issues related to presentation.
- If verbal feedback is given during live marking, this should be acknowledged with a mark of 'VF'.
- If the Learning Objective is met, a smiley face will be used.

Summative Marking

- This usually consists of ticks or dots and is used for closed questions or practice exercises.
- Teachers should use green pen.
- Children may self or peer assess using this method, for example during a times table test. They should use purple pen or pencil and initial the work. Teachers must also initial to show they have seen the work.

Quality Marking

- Marking is only of value if comments are read and/or responded to by the child. Time should be built into the next appropriate lesson to accommodate this.
- Comments by the teacher should be written in green pen. These should be purposeful comments linked to the LO.
- Questions may be posed to encourage thought provoking answers.
- The approach to providing written feedback and child response will differ between key stages and should show a gradual development throughout a child's school career.
- Purple pen should be used by children to show editing and improvements.

Peer and Self Assessment

- Teachers should encourage children to evaluate their own work before marking, taking into consideration the shared learning objective and to look for improvement points. This can be recorded as appropriate for the child's age.

- Peer assessment may be used as the class teacher feels appropriate and will be indicated using 'PA' on the page. Children will use purple pen to record any comments.
- During peer assessment, children should work out what has been done well, and then suggest ways to improve the piece but only against the learning objective.
- Self-assessment can be used quickly in mental starters or plenaries using a 'thumbs up, thumbs down' system.
- Self-assessment should also be part of the discussion during live marking.

A summary of key marking points is attached to this policy as Appendix A.

Period of Review

This policy will be reviewed every two years or sooner if marking procedures change.

Appendix A

Key Points to Remember when Marking

- Date and Learning Objective should be recorded for every piece of work.
- Teachers use green pen.
- Children use purple pen to show changes and improvements or to mark their own or peer's work.
- Verbal feedback during live marking indicated by 'VF'.
- If a child is given support, either individually or in a group, this is indicated by 'WS' (with support)
- All classes to follow this system in books. All other means of recording achievement or understanding (such as success criteria grids) are for class teachers to use at their discretion.

Document History

Version	Date	Comments
Issue 1	January 2019	Revised policy.
Issue 2	January 2020	Revised and updated in line with current practice.