

St. Joseph's Catholic Primary School
Marking and Presentation Policy

Mission statement

To follow in Jesus' footsteps, caring for each other when we work, play and pray.

Policy Statement

Our whole school policy for marking is set out to ensure a **consistent approach** throughout the school. Marking will ensure that all **pupils** are **given guidance** on how they might **develop** their **future work** and staff will be provided with relevant information to **plan future activities**.

Introduction

We believe that marking benefits, pupils, teachers and parents as it can provide a diagnostic way of checking whether concepts have been understood and ensures that the ongoing development of the child can be monitored and assessed.

Marking is a way of providing the children with feedback about their work, guiding the development of future work and assisting teachers to plan for progression.

When marking younger pupils work, teachers may wish to make comments for their own or other adults to refer to, although the pupils may not be able to read what is written they do need to know why it is there.

All marking should be positive, clear and appropriate in its purpose.

Purposes of Marking

Marking serves a range of purposes and audiences. No single response will serve all purposes, but quality marking should fulfil a range over time.

Marking should help...

pupils to:

- Make progress and encourage them to strive to improve.
- Build self-esteem.
- Celebrate what they have done well and understand what they need to do in order to improve.
- Understand what is valued throughout the school and understand the teacher's expectations.
- Value their work and provide an audience for it.

parents to :

- See their child's achievements and what they need to work on.
- Understand the focus for marking.
- Be aware of the relationship between the teacher and their child.
- Understand the schools and the teacher's values and expectations.

teachers by:

- Providing them with the opportunity to make a variety of assessments. (Diagnostic, formative, summative)
- Providing an aide-memoire or record of significant progress and targets which the pupil is working on.
- Providing a focus for future planning (individuals, groups, whole class).
- Informing teachers themselves about their planning, teaching and the concepts gained by pupils.

Approaches To Marking

Written and oral comments can take the form of:

- Open and closed questioning.
- Directions.
- Stickers/stamps/smiley faces/certificates.
- Personal or audience responses.
- Explicit teaching points or instructions.
- Encouraging pupils to reflect on their own work.
- Corrections or pointers to help the child self correct or improve next time.

At all times the marking approach used should suit the nature of the task set and the age of the pupil.

Aims

We aim to:

- Mark work against the Learning Objective, Success Criteria and/or Targets previously set.
- Provide feedback for the children to facilitate improvement, to correct errors and to record success and effort.
- Ensure that the learning objective and marking criteria have been shared with the pupils.
- Mark work using agreed codes and symbols ensuring that the children understand the meaning of each symbol and take the appropriate action.
- Provide written comments related to the learning objective that recognise achievement, are positive, realistic and indicate the next steps in their learning.
- Provide time in lessons for children to reflect on the teacher's marking and comments and respond to them.

Assessment for Learning

Focus Marking

Teachers ensure that they mark all work in accordance to progression towards the Learning Objective and most obvious errors. Focussed in depth marking, providing next step targets, will not take place for every piece of work but will be organised across weeks by the individual teacher in line with their teaching focus and in class timetable.

This ensures that:

- Teacher is able to gain greater understanding of the pupils work and range of ability.
- Teachers provide high quality feedback to each pupil, each week.

Independent Writing:

All independent writing (school expectation is one piece per week) should include a success criteria and a target for improvement to provide targeted and effective feedback. All marking of independent writing should include corrected spellings to practice.

Supply Staff and Student Teachers:

Where work is marked by any adult other than the class teacher, green pen should be used and all marked work should be initialled by that person (it is the responsibility of the class teacher to ensure that this is communicated clearly when cover / timetabled teaching is planned in advance).

The Role of the Teaching Assistant in Marking Work:

Where a teaching assistant is directed to work with a group or individual children, written comments should be (regularly) recorded to inform the class teacher of a pupil's ability to work independently and successfully at set tasks all marked work should be initialled by that person. It is not the responsibility of the teaching assistant to mark the work, but to provide valuable feedback to enable the class teacher to ensure that work is set at an ability appropriate level enabling all children to work independently. PPA cover when taught by an HLTA should be marked by the HLTA.

All work should be initialled by the teacher who has overall accountability for the academic progress of the pupils in their class.

Monitoring and Review:

Monitoring of the Policy:

Sampling of children's work will be carried out by the SMT and subject co-ordinators. The work will be reviewed in relation to the policy to assess:

- Consistency throughout the school.
- Positive and supportive nature of comments.
- Effects of the policy on the children's work.
- By talking to the children, co-ordinators will also be able to ascertain the extent to which they are aware of the purposes of marking and what is expected of them by the teacher/school.

Presentation of Work:

Literacy and other subjects:

- The date is written in full on the first line of a new piece of work.
- Where work is underlined it is done neatly with a ruler.
- The learning objective is written below the date.
- Handwriting should be in the adopted school style.
- BLUE ink should only be used by pupils who have achieved the status of writing with pen.

Numeracy

- Date is written numerically on the first line of a new piece of work.

Monitoring and review

This policy will be regularly monitored, and will be reviewed every two years, or earlier if required.

Reviewed summer 2011

Agreed by Staff

Agreed by Governors

Marking and Presentation Policy
Addendum
CODES & SYMBOLS

Work should be marked using red pen (or green as per policy).

A

Written next to the learning objective indicates that learning objectives has been achieved.

AL

Written next to the learning objective indicates that the learning objective has 'almost' been achieved. A comment is always necessary to inform the pupil as to why the learning objective has not been achieved – a short-term target may also be necessary.

T

Indicates a set target for improvement.

✓

Shows that the work is correct and highlights good words / phrases / spelling.

✗

Shows that the work is incorrect.

^

Word/words missing.

//

New paragraph needed.

V

(with teacher's initials) A verbal response has been given by the teacher in relation to paper based work.

S

SS

Supported work by staff / super supported work

Ind

Independent work although support was available

Spelling corrections:

Any spelling corrections should be underlined by the teacher (using a ruler) and corrected above the word or in the margin. No more than **three** words should be corrected in any piece of work. Teachers should focus on: high frequency words, previously taught spelling patterns or rules, subject-specific vocabulary (it is expected that this would be provided during lessons at pupils' tables).

All marking of independent writing should include corrected spellings to practice.

Handwriting (KS1):

In KS1 it is useful to provide handwriting practice as part of ongoing marking. This can focus on individual letters or whole words. The use of a green felt tip pen to indicate the correct starting place for 'problem' letters is recommended.