

KEYHAM BARTON CATHOLIC PRIMARY SCHOOL

MARKING POLICY



November 2016

Our Mission



Our Aims

- To help the children to grow in their relationship with God through prayer and religious education, coming to a full understanding of the Catholic faith, while encouraging respect for others and their beliefs.
- To promote a broad and balanced curriculum based on a religious understanding of life, which is open to all children, differentiated and relevant to their particular needs so that they might reach their full potential and be prepared for their place in society.
- To plan and implement the curriculum so as to ensure progression and continuity in each child's development
- To foster a spirit of co-operation and to help the children to recognize the inter-dependence of individuals, groups and nations with an appreciation of the need for tolerance, courtesy, individual liberty and good manners
- To foster the development of physical skills so that spirit and body are in harmony and the children can participate in healthy physical pursuits

Introduction

This policy outlines the purpose, nature and management of marking at Keyham Barton Catholic Primary School.

This policy reflects the consensus and opinion of the whole teaching staff, and has the support of the Governing body.

The Nature of Marking

Our responses to children's learning should provide constructive feedback to every child, enhancing their self-esteem and encouraging their involvement in their own learning. It should focus on success and improvement needs against learning intentions, raising expectations and enabling children to become reflective learners. It should also inform future planning and so guide teachers to develop a more personalised approach to learning, identifying both challenge and support where appropriate.

Feedback should: -

- be manageable
- show consistency and continuity throughout the school
- be positive and show that the efforts of our learners are valued; raise self-esteem, motivate and reassure
- enable staff and children to have confidence in the belief that every pupil can improve
- relate to Learning Objectives and so communicate clear expectations to the children
- identify 'Next Steps' for pupils
- promote review and reflection by teachers upon assessment data
- encourage children to be reflective and evaluate their own learning and behaviour by being involved in self-assessment and peer assessment
- cover a broad spectrum of responses to children's work and operate on different levels appropriate to the child and the learning intention. It could be verbal, written or both.

Implementation

- Feedback should relate to the Learning Objective or to the child's individual targets.
- Feedback should be consistent throughout the school and be understood by all children.
- Feedback should provide examples to support the child's understanding – modelling.
- Initial comments should recognise, encourage and reward pupils' efforts but Next Steps should make ways forward clear.
- Feedback should be relevant to the assessment requirements of the work; at times a ✓ and a one word comment; at others a focused mark highlighting key areas for development.
- Specific time for children to read, reflect and respond to feedback should be incorporated into planning and efforts to address 'Next Steps' in subsequent work will be praised and encouraged.
- Children will be encouraged to take an active part in their own learning through responding to their 'Next Steps' with their magic marker (providing opportunities for pupils to make suggested improvements immediately) and through opportunities to self-assess/peer-assess when appropriate.
- Senior Management Team (SMT) will monitor plans for provision of opportunities to self-assess/peer-assess, e.g. use of Success Ladders.

- A common set of symbols will be used throughout the school, to indicate how children can improve their work. These symbols will be introduced progressively, appropriate to the age and understanding of the children.
- Spellings will be marked according to the focus of the piece of work, phonics/spelling patterns previously taught and the teachers' expectations of each individual child. Children are encouraged to correct these with their magic marker.
- Emphasis on the quality of work in relation to learning, rather than the quantity of work and its presentation; however this is not to say quantity and presentation are not important.
- Emphasis will be placed upon individual success rather than comparing pupils with each other.
- The teachers' knowledge of their pupils' individual learning needs will guide feedback.
- Children's success will be celebrated through sharing of work with a range of audiences: a child's own class, Head Teacher, other classes and good work assemblies.
- Children are given opportunity during maths surgeries to review learning and to correct errors (magic markers)

Conclusion

The Marking Policy, together with the Assessment, Recording and Reporting Policy and the Teaching and Learning Policy, form a trio in which the positive aspects of the learning process are stressed. At the heart of children's learning is the recognition that every child can improve and that it is the teachers' job to diagnose the next learning steps and provide opportunities for the children to take them. Structured, systematic analysis of pupil's work and of the termly assessments will enable teachers to ensure progress is being made.

Recommend for Adoption: January 2015

Review Date: January 2017

Signed: Date:
(Chair of Governors)

Signed: Date:
(Head Teacher)

Book Marking

Objectives

Notification is given whether or not the child has not achieved, is working towards or has achieved the learning objective, i.e. using a stamp:



Praise & Reward

Praise and rewards can be given in many forms for good work, effort and/or achievement. For example: stickers, stamps, house points.

Good Practice Highlighted

This would include, for example, when a child has a feature in their work that links directly to the success criteria, target or learning. This is then highlighted by the teacher in some way i.e. highlighter pen, tick, arrow (plus comment).

Moving On Comments/Areas for Improvement

These would include explicit targeted instruction/modelling to show how a child may improve their work.

The areas for improvement may also be identified with highlighter, an underline, arrow (plus comment), cross or asterisk.

It is also an expectation that the child will be provided with time to make improvements and to carry out the desired corrections (if appropriate) using their magic marker, along with opportunities to consolidate previous learning.


Assistance Identified

If a child is assisted with their work, or discussion takes place between themselves and an adult, then this is identified on their work by: 'Teacher/TA assisted' stamper or the adult's initials.

Self/Peer marking

This will include the identification of the achievement of the learning objective in the form of a colour, (green - achieved, amber - working towards and red - not achieved), a face (smiley – achieved, straight – working towards, sad – not achieved) or other appropriate symbols agreed by the teacher and children.

MARKING SYMBOLS

?	GO BACK AND CHECK
😊 ✓✓	BRILLIANT / WELL DONE
//	NEW PARAGRAPH NEEDED
Sp	SPELLINGS (WRIGGLY LINES DRAWN UNDERNEATH THE WORDS)
C	CONFERENCED WITH TEACHER
See me/T2T	TALK TO THE TEACHER
HP	HOUSE POINTS AWARDED
V	VERBAL FEEDBACK
S	Supply
I	INDEPENDENT WORK
T/TA	T/TA Supported
	SURGERY