

Holy Family Catholic Primary School

Marking Policy



We live, love and learn together in the light of God by...

praying together

learning together

playing together

and

respecting each other.

Approved by: J Kennett

Date: 23rd May 2024

Next review due by: May 2025

The Purpose of this policy:

The purpose of this policy is to make explicit how teachers at Holy Family mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

The need for a marking policy

It is important that the teaching team provides constructive feedback to children, both written and verbally, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

The affect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

Marking and feedback should:

- Be manageable for the teachers and accessible to the children.
- Relate to the learning objective.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning.
- Ultimately be seen by children as a positive approach to improving their learning.

Verbal feedback

Verbal feedback is given wherever possible. This is evidenced with a 'VF' plus a word to say what it is about, capital letter (CL), presentation or P and initials of the person giving feedback written in the margin.

Written Feedback

All pieces of work (including where verbal feedback has been given) are marked daily or **a.s.a.p** and it is indicated on the piece of work whether the child has achieved the learning objective or not.

LOs being achieved are highlighted in green in the margin

i.e. Achieved = LO

N.B. LO CANNOT BE HIGHLIGHTED GREEN IF INCOMPLETE OR INSUFFICIENT EVIDENCE GIVEN

LOs being partially achieved are denoted in the margin with a green dot.

i.e. . Partially achieved = LO

LOs not being achieved are highlighted in PINK in the margin

Not achieved LO = PINK

Areas for development or omissions are highlighted in PINK on the childrens work

It is assumed that work has been completed independently unless otherwise indicated. Where a child has been supported, the adult involved should write 'Support given' in the margin followed by their initials
Written feedback should be purposeful and specific. Comments should acknowledge pupils achievement and highlight mistakes/misunderstandings and where to next

Examples:

Excellent work- you have included similes in your writing!

Try to include similes in your next piece of writing.

E.g. He was as bold as brass

She was as cunning as a fox

Well done! You have remembered to put in capital letters/full stops correctly.
Keep it up!

Look at the paragraph I've highlighted - what is wrong?

Super work! I really like the emotive language used in your writing, e.g. The brave soldiers were killed in cold blood

You have used the conjunction 'but' several times in your writing. Can you think of other connectives you could have used? What are they?

Super! You understand how to partition numbers into 10's and units.

Now try these: $151 = 100 + 50 + ?$

$194 = ? + ? + ?$

N.B, marking is a waste of everyone's time if children are not given the opportunity to read and respond to teachers comments. It is therefore essential to facilitate a specific time in the school day for this to happen. For example, first thing in the morning or at the beginning of every lesson. Please ensure this happens!!

Peer/Self Assessment

Children should be given the opportunity to evaluate their own work and that of their peers, providing suggestions for improvement. This is good practice and leads to independent, confident learners.

Examples of how pupils can help each other:

- In pairs, identify spelling mistakes and make corrections. Test each other afterwards
- Write a couple of sentences correctly, using appropriate/more sophisticated punctuation
- Suggest alternative adjectives, connectives etc
- In Numeracy, write down a sum, method to help a partner. Mark. Discuss misunderstandings/misconceptions

All self/peer assessment should be evidenced by child's initial in the margin

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

Verbal Praise

Stickers and stamps, class reward chart, star of the week certificates

Written annotations, short and narrative observations (written)

Annotation of work and photographs by staff

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or special books

KS1 marking policy used in Reception for English and Maths books (green, green dot and pink for LO highlighted.)

Monitoring and evaluating this policy

This policy will be monitored through further consultation of SLT

Children's workbooks will be monitored by the SLT, as part of their role, with written and verbal feedback given to individual members of staff.

Where appropriate, SLT will highlight good practice and areas for development and feedback to staff to consider and discuss.

Review

This policy will be reviewed annually by the Standards Committee of the Governing Body.