

## **St George and St Martin Catholic Academy**

### **A policy for marking**

We **grow** in understanding and faith to be the best we can be.

The school aims:

#### Aims:

- 1) To provide pupils and staff with a comprehensive, manageable and effective system for marking
- 2) To provide opportunities to give praise and encouragement and to show how staff value children's work
- 3) To motivate children to want to produce high quality work and make progress
- 4) To provide pupils with prompt and regular feedback on their work, to highlight next steps through constructive comments and discussion
- 5) To inform pupils in relation to individual progress and attainment, with reference to targets
- 6) To raise attainment by involving and informing parents and pupils about individual progress
- 7) To provide opportunities for pupils to respond and discuss work
- 8) To provide opportunities for pupils to evaluate their own work and others

All marking should be carried out in green pen, in line with the school policy for handwriting and should take the form of positive comments relating to the learning objective or a child's particular focus, followed by a development point where appropriate.

All staff are responsible for marking work throughout the lesson, supporting children to move them on in their learning. There should be opportunities throughout the lesson for staff to give verbal feedback to children. Where this is done, staff should write VF in the child's book and a keyword relating to what the feedback was.

Within the Foundation Stage, pupils are awarded house points or stickers for their attainment. Pupil feedback is predominantly discussion based, supported by brief written comments in Special Books, with reference made to the EYFS Framework.

Any member of staff marking work by pupils in another class should accompany comments with a signature. Supply staff must also initial all their marking (See Policy for Supply Staff).

The marking criteria should be made explicit to pupils prior to the commencement of independent activities. Subsequent comments should preferably relate to either the learning objectives or a particular focus.

Work completed with the support of Learning Support Practitioners and other staff should be marked WS (With Support).

Children will have opportunities in all lessons to mark their own work, either through the use of a mark sheet, or through the use of success criteria.

## **English**

Before pupils begin a piece of writing, the success criteria should be agreed by the class and displayed for reference. All marking, editing etc. should relate to the success criteria.

Opportunities are planned for children to evaluate their own writing against the success criteria; highlighting the features they have included and making improvements in a different colour. Response partners are an excellent tool in encouraging pupils to read and edit both their own written work and that produced by a partner. Teachers and LSPs will meet with individual children to discuss their writing throughout the writing process.

Children will follow the writing process. Teachers will mark work daily and allow children to improve their writing in following lessons.

### **Symbols for marking writing**

#### **Key Stage One**

In Key Stage One marking symbols begin to be introduced in Year Two to encourage and support pupils to edit their work and address inaccuracies. These should be indicated as follows:

VF = Verbal feedback given

CL = Capital Letter omitted

FS = Full Stop omitted

sp = spelling error

^ = word missing

Where the writing contains spelling inaccuracies which the teacher considers the child can spell correctly, they should be underlined and corrected at the end of the piece of writing. Pupils should use the Look, Say, Cover, Write, Check method to practise no more than 3 spellings 3 – 5 times.

#### **Key Stage Two**

The number of symbols is extended to include:

VF = Verbal feedback given

// = new paragraph

, = comma

?/!/" = punctuation required

sp = spelling error (see Key Stage One for details of children practising spellings)

**Role play**

When role play, discussion, group work etc. has formed all or part of a lesson, adults/ children should record the activity in the children's books. Where appropriate children/ adults should record a written comment related to the activity.

**Maths**

Staff should mark incorrect answers with a green dot and underline back to front numbers. Where children are asked to correct mistakes, they should do so next to the incorrect answer and not rub out.

Adults and children should mark work against the traffic light system. Children should use a pencil crayon to draw a red traffic light if they found the task very difficult, amber if they are beginning to understand the concept and would like a little more practise and green if they fully understood. Adults should then mark against the learning objective, giving a red if they appear not to have achieved the learning objective, amber if they found a few difficulties and green if they appear to have achieved the objective successfully.

Where staff need to discuss the work with the child they should mark the work with "see me". When the work has been discussed the adult will record their initials.

Children's learning is moved on throughout the lesson and this should be marked using the VF symbol.

Where children are supported by a Learning Support Practitioner, they may annotate a piece of work to explain the level of support given or to give immediate feedback to the child. However, the class teacher should still make a comment.

**Symbols for marking Maths**

C = concrete apparatus used

V = visual prompt used

R = reminders given

VF = verbal feedback given

1:1 = 1:1 support given

GG = guided group

PS = peer support

Policy agreed by Staff on \_\_\_\_\_

Policy agreed by Governors on \_\_\_\_\_