



Draft policy to be reviewed by governors

Marking Policy

Vision

At St John Fisher we regard every individual as unique and special in God's family. It is a primary aim of our school that everyone feels valued and respected, and that each person is treated fairly and well. We are a caring school, whose values are built on trust, respect, love and truth for all.

We **trust** each other to help us to learn and to be the best we can be

We **respect** that we are all different and unique and that we have been created in God's image

We **love** each other as Jesus has taught us

We approach learning with **truth**, knowing what we can achieve and how to ask for help, when needed

Aims

- To encourage children to progress and ultimately, flourish in their learning
- To give children effective feedback on their learning
- To enable children to celebrate success
- To achieve a consistent approach to marking across the school
- To form part of the formative assessment procedures
- To inform future planning

Objectives

- To relate to the **learning intention** of the lesson
- To ensure that children **know** and are able to **say what they are learning and how it will help them with further learning**
- To assess the learning of the children
- To **plan in time** for children to read and respond to marking
- To feedback effectively, both **verbally** and through **marking**, during **guided group activities**, dealing with **misconceptions and extending learning**

- To teach children acceptable methods of presentation
- To develop children's ability to self-evaluate and peer-evaluate their written learning.

Learning intention is a brief statement that describes what a student is expected to learn in the course of a lesson. Every lesson should have a learning intention.

Presentation

- Learning Intention is written at the top of the page and underlined
- The long date will be written in most books, apart from maths books where the short date can be written
- Clear presentation is to be expected throughout the school
- Children will begin work in pencil, but pens will be available for experimentation. Work in pens should be gradually introduced in handwriting lessons in upper KS2. Once children have achieved a good cursive style they will be expected to use blue pens or Berol handwriters in all lessons
- Lines are used for children in ks1 to guide writing
- In Maths children should use pencil only
- If children **make a mistake** the word should be square bracketed clearly
- All margins should be drawn in pencil
- Lines should be drawn with rulers
- Line guides should be used with plain paper
- All calculations should be laid out as clearly as possible, one digit per square.
- Edits are made in **green** pen.
- Next step comments, written by the class teacher are responded to in **green** pen
- Teachers mark work in **purple** pen
- Children carry out peer marking in black pen
- Peer feedback is taught using the two start and a wish - relating to the learning intention

A Model for Learning

In order for the principles to be supported fully it is expected that class teachers have a system of rotation in their classes. The exact structure of this is not dictated however it is understood that each class will have a focussed mark each week with a next step in maths, and writing will work independently each week.

Marking Principles Core Subjects

- Marking should indicate whether the learning was independent, part of a group, or through guided group work with the teaching assistant or class teacher; codes used should be clearly indicated and refer to the marking codes appendix A
- Marking should be carried out by teachers/teaching assistants in purple pen
- Marking should focus upon giving effective feedback on learning and be kept to a **minimum**
- Children can rag roll their understanding of what they have learned using red, yellow, amber mark at the bottom of the page, in ks2
- Annotations relating to context which offer further detail are encouraged
- Marking may begin with a positive comment related to the learning intention e.g. - "You have done X well!"
- Simpler comments are to be written and supply of stamps and stickers to encourage children. More verbal feedback is expected than the response of written comments
- A next step is indicated and is then included to give the pupil an opportunity to practise, to challenge or to investigate an area or subject further **once a week in maths and writing**
- Some marking should occur during the lesson to ensure that misconceptions are identified and corrected. Correction with the pupil will be written in green pen

Marking will be fluid across the week, but may be split into three sections

- 1 – Class teacher focus marking – the class teacher works with this focus group and marks accordingly – this groups should be made up of approx. 10 children (not all children have to be in the focus table group) This group will receive detailed marking. This class teacher focus marking, done where possible with the pupils, informs the class teacher in detail as to the fine progress being made and allows the pupil access to good quality feedback and next steps for learning.
- 2 – TA focus group – The TA will be directed by the class teacher to work with this focus group. This group will be made up of approx. 10 pupils. The TA will write a post its/mark in books to record the performance of the group
- 3 – Independent – This group will learn without adult support during the lesson. Their books are to be reviewed and lightly marked by the teacher. A simple signature or brief comment is needed here.

Cover teachers/Job shares

- Learning logs are in place to ensure that there is communication between staff about where children have got to in their learning and what the next learning point should be. Teachers to record learning log in a book which can be passed between staff working in the classroom.

Principles - Foundation

- All marking should relate to the **learning intention**, which is shown in the planning and written clearly at the start of the learning for the day in books. Next steps for learning will be given in History and Geography, but skills-based comments may be referred to in subjects such as Art.

Pupil Response

- Pupil Response is varied dependent on subject or age of pupil. Generally it is understood that pupil response should be evident in books at least once a week in KS1 and **twice a week in KS2**. Specific time is given to 'Target Time' in order that pupils are given sufficient time to respond.

Appendix A - Marking Codes – see below

Teacher Mark Scheme

TD – Guided group led by teacher

TA – TA support

VF – Discussed work with pupil

I – Independent work

P – Paired work

TS – Teacher support given but not in a guided group

G – Group work

CT – Cover teacher (initialled)

PM – Peer marked

Sp – Spelling needs correcting

Cap. – Punctuation needs correcting

Blue Highlighting on L.O – Learning Objective achieved

CH – Challenge level work

GP – Great presentation

GR - Grammar

EQ - Equipment (Manipulatives) used

C ✓ – Error corrected