



St Joseph's Catholic Primary School & Nursery

ASSESSMENT AND MARKING POLICY

Our family at St Joseph's Learns, Loves & Grows with God at the Centre.

Reviewed	Summer Term 2019
Next Revision	3 Yearly
To be reviewed	Summer Term 2022

Effective Marking Policy

Introduction: At St Joseph's Catholic Primary School the marking policy is part of a set of policies on assessment, record keeping and reporting. This policy has been drawn up in collaboration with all members of staff at St. Joseph's.

Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child. The marking policy aims to encourage positive self-esteem and increase pupil independence in learning.

Marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

Effective marking should:

- Identify achievements and the next steps in their learning
- Relate to the learning objectives and success criteria for each lesson
- Give children specific praise for the success of their work, showing it is valued either by highlighting in Yellow in KS2 or positive praise comments in KS2.
- Give children clear strategies on how they can improve their work
- Be read by pupils and time should be given for them to improve their work using a green pen
- Be manageable for the teaching team.
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

During marking acknowledgement should always relate to the learning intention.

Every extended piece of writing should be highlighted and marked using the marking codes, including the build up to an extended piece.

Monitoring

Marking should be regularly scrutinised and books should be seen as part of both lesson observations and learning walks by the SLT. All curriculum leaders should moderate work and sample marking.

English Marking

Every piece of work will be marked:

- Adults mark in red pen
- Assessing the work against the learning objective and the success criteria
- Highlight successes in yellow: Once the learning intention has been made clear, the marking has to be focused on that (from Year 2)
- Blue improvement prompts - Highlighted in blue by the adult (from Year 2)
- Some highlighting should be completed during lesson time so that pupils can respond to feedback during the lesson
- Teachers write an improvement prompt or question in red pen
- Verbal comments to pupils is also a form of marking and should be recorded during the lesson and/or after the lesson. This is indicated by writing a V in red pen by the LO
- Use the codes to help children identify areas to be improved.

Other codes:

- If work has been supported by teacher indicate with a 'Gg' (guided group) and if work has been supported by a Teaching Assistant indicate with 'TA'. This should be written in the margin next to the LO
- A completely independent piece of writing in KS1 can have an I written in the margin next to the LO. If the teacher feels this is necessary to identify.

Responding to marking:

- Children should respond to the comments made by their teacher from Year 2.
- Children should be given time, at the start of the day/ or in a discrete time set, to read and respond to the written feedback the teacher has provided.
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Children should be expected to respond to the written feedback with a green pen and correct mistakes with a green pen. When children have responded to feedback, teachers should initial their feedback to acknowledge the child's response.

Self/peer evaluation

- All children should be reminded to self-evaluate against success criteria and older children should be encouraged to identify their own successes and look for an improvement point. When evaluating their own work **Self-Assessment** should be written on the work and comments written in green.
- Use checklists to guide self-assessment, including a checklist against the 'Characteristics of Effective Learning' that have been used during the lesson.

The plenary could then focus on this process as a way of analysing and learning. This process should also highlight specific children who need targeting with specific things through a focus group or individual attention.

- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. When doing this, pupils should write **Peer Assessment** on the work and write their name after completing this evaluation. This can also be written in green pen. Again, this process needs guidance from the teacher – look out for peer evaluations so comments from peers are useful and helpful.
- Assessing work against the marking grid is also another marking strategy useful for both self, peer and teacher evaluation.

Marking in all other subject areas:

- Each piece of work should be marked before the next lesson
- Highlighters are not used
- Teachers should write an improvement prompt or question in red pen
- Spelling: Errors in key subject specific vocabulary are to be correct
- Marking Codes can be used if appropriate i.e : ☆

Maths:

As above and including:

- Incorrect answers should be indicated by a red dot not a cross.

EYFS

Early Years use on-going assessments as an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. Systematic observations and assessments of each child's achievements, interests and learning styles are made by all staff.

These observations are used to plan relevant activities and opportunities for each child relating to the children's needs and interests. Feedback is given to the child verbally and also shared with parents and caregivers via tapestry, workbooks and

during 1 to 1 parent meetings. Parents and caregivers are also given the opportunity to contribute towards planning through online Tapestry contributions, Focus Child Feedback Sheets and working collaboratively with teachers during parent meetings to decide targets for their child.

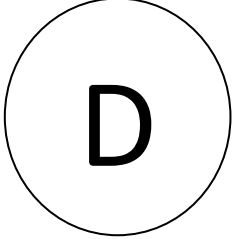
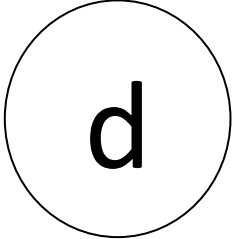
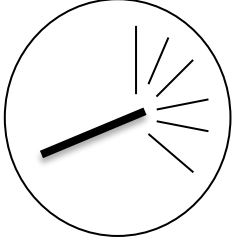
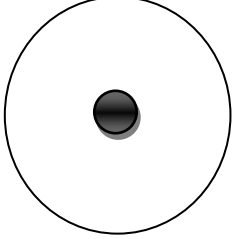
Each child has a special book to record highlights of their learning journey; parents are encouraged to contribute towards this book, using 'Star Moments', celebrating children's achievements at home. Children have direct access to their special books to independently include special pieces of their work which is then annotated by an adult using the coded labels.

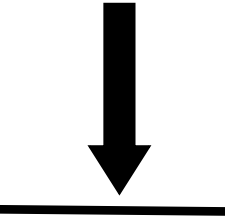
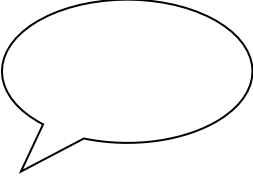


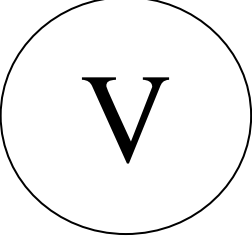
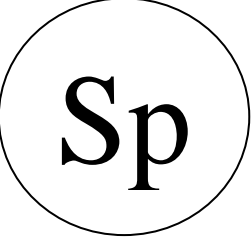
In Reception children also have phonics handwriting books and Literacy books. Children record handwriting and key text work in these books and they are marked 1 to 1 with an adult. Verbal feedback, using the marking codes, is given highlighting a star feature and a wish as a next step. The learning environment is very reflective of pupil voice which is either written and recorded by adults or annotated by the child when they are able to.

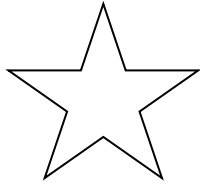
In the Foundation Stage, marking and feedback strategies include:

- Verbal praise
- Annotations, short and narrative observations via Tapestry
- Annotation of work in Special books using coded labels
- Children beginning to annotate their own work and pictures in books and on Working Walls and displays
- Oral dialogue with children about their play and activities emphasising next steps and how to extend learning

Appendix 1:

KS1 marking codes	
 <p>This letter "d" should be a capital</p>	Place in the circle the capital letter that needs to be amended.
 <p>This letter "d" should be lowercase</p>	Place in the circle the lowercase letter that needs to be amended. The letter in a circle also represents letter formation that is required and needs to be practised.
 <p>Wish</p>	A wish is written for the child but they are also told the target verbally. This target may require a response which is written by the teacher or a next step question.
 <p>Full stop</p>	Missing full stop

 <p>Write on the line</p>	<p>Write on the line</p>	
 <p>Read out loud</p>	 <p>Good sounding out</p>	 <p>Finger space</p>
	<p>Verbal Feedback was given to the child by the teacher.</p>	
 <p>Spelling</p>	<p>Place the code next to the misspelt word. Pupils to copy the correctly spelt word out three times.</p>	



Well done

A Star is written to identify what pupils have achieved (linked to the learning objective).

Ad

Adjective

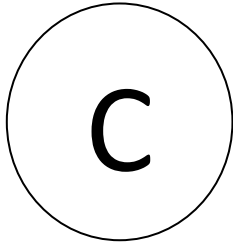


Conjunctions

Adv

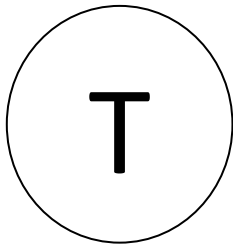
Adverb

KS2 marking codes



This is the capital letter

Place in the circle the letter that should have been a capital eg. A for a, B for b etc

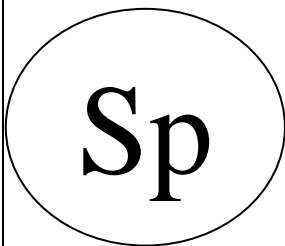


Target

This is your target. Read it and remember

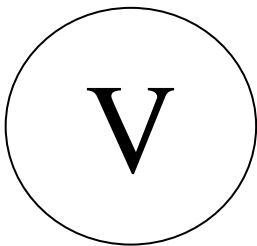


Punctuation: Place the code in the margin or near the punctuation mistake.

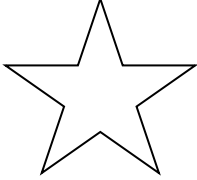


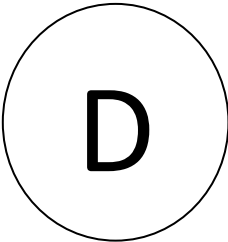
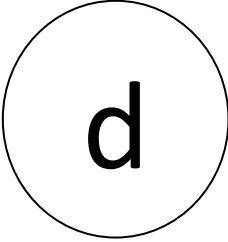
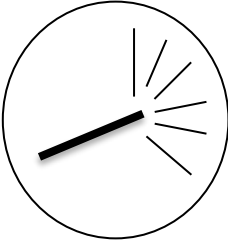
Spelling

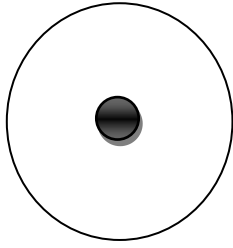
Place the code next to the misspelt word. Teacher to either correct the misspelt word or the pupil is to use a dictionary to correct the mistake (no more than three misspelt words to be corrected in one piece.)



Verbal Feedback was given to the child by the teacher.

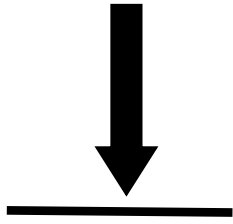
 <p>Well done</p>	<p>A Star is written to identify what pupils have achieved (linked to the learning objective).</p>
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FS marking codes	
 <p>This letter "d" should be a capital</p>	<p>Place in the circle the capital letter that needs to be amended.</p>
 <p>This letter "d" should be lowercase</p>	<p>Place in the circle the lowercase letter that needs to be amended.</p> <p>The letter in a circle also represents letter formation that is required and needs to be practised.</p>
 <p>Wish</p>	<p>A wish is written for the child but they are also told the target verbally. This target may require a response which is written by the teacher.</p>



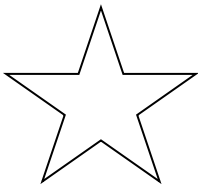
Full stop

Missing full stop

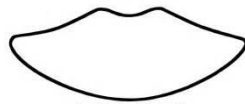


Write on the line

Write on the line



Star



Good sounding out



Finger space