



St. Mary's Priory Catholic Infant & Junior Schools

Marking Policy

MISSION

At St. Mary's Priory Catholic Infant and Junior Schools, with Christ as our centre, we strive to develop a happy, caring, healthy and secure learning environment. We seek to understand, celebrate and enhance the diversity of our community. In this calling we are encouraged by Christ as our centre and Mary as our mother.

Our mission is:

- To love one another as Jesus loves us
- To do our best always
- To take care of the world God gave us

Our vision is to inspire our children:

- to be people of faith, hope and love
- to become confident, independent learners for life
- to keep safe, be strong and make a positive contribution to society

RATIONALE

As a Christian School we believe that children's work should be valued and feedback should always be constructive. Marking work is an essential element of communicating with pupils and should be approached in a respectful and sensitive manner.

The marking of pupils' work is an important part of teacher assessment. It should support and encourage the child in his/her efforts, so that continuous progress is maintained.

AIMS

Why do we mark?

- To provide a record of pupil progress
- To recognise and reward pupils' efforts and progress and encourage them to strive to improve
- To provide feedback about how to improve his/her work
- To set clear targets
- To show that you value the child's work
- To provide a scaffold for self assessment (Dedicated Improvement Time/DIT) e.g. green pen marking, a sad / happy face at the bottom of the page, or the C.F.S.S. system (see appendix 1)
- To inform planning

OUTSTANDING MARKING

- Teachers' guidance through marking should make a significant contribution to children's progress
- Teachers check that their guidance has been followed and has raised the standard of work
- Next steps are given, where appropriate, and time is built in for work to be improved or developed

GUIDELINES

- Marking should be related to clear learning intentions and success criteria, which are understood by the child
- Marking should be legible and clear in meaning
- Marking should celebrate children's achievements and encourage them to further improve
- Where appropriate, next steps should be identified, so that the child understands what is needed in order to progress
- DIT should be timetabled for every class, so that children have at least one weekly session for reflection and to focus on self-improvement

- The CFSS system and the Whole School Editing Code should be displayed in each classroom in a child-friendly and easily accessible format
- Teachers should use agreed codes for marking, so that children become familiar with them as they move through the school
- Teachers may also use stamps to quickly show whether the Learning Intention has been achieved (LIA) or that verbal feedback has been given, as well as other sensible marking devices
- A variety of marking styles can, and should, be used. It is up to the teacher to decide which method of marking is most appropriate for that piece of work e.g. peer marking, self-marking, verbal feedback, light marking or more 'in depth' marking. However, methods must not be over-used. It would be unacceptable, for example, for children to peer or self mark for consecutive pieces of work with no teacher input
- Longer pieces of writing, the end of a Big Write 'mission' for example, should be marked more thoroughly
- If a piece of work is marked by anyone other than the class teacher, then this should be made apparent
- It is accepted that it makes sense for LSAs working with a particular group to mark the finished work of that group. LSAs should not be consistently supporting, and marking the work of, the same group of children over a period of time
- When work is marked by other adults, feedback must be provided for the class teacher and recorded in the evaluation section of the plan, as it is the class teacher who is ultimately responsible for the children's progress
- It is unacceptable for children's work to be consistently marked by someone other than the class teacher (except in the case of work carried out during booster sessions with another teacher)
- Work must be marked promptly (within a week of the work being completed), so that the child is aware that the outcome of every task is considered to be important
- Book looks and spot checks will be carried out by subject leaders and the SLT without warning, to ensure a consistent approach throughout the school

Children's work should be coded as follows:

- A** **aided**
- I** **independent**
- C** **copied**
- S** **scribed**
- G** **group work**
- VF** **verbal feedback given**

- LIA** **learning intention achieved**

Parents are able to reference what the teacher's marking means on the school website.

'Best I Can Do' System

When a child completes an outstanding piece of work, they will be awarded a 'Best I can do' token. They then place the token in a golden box, which can be found in the head teacher's office. Names are drawn out of the box termly, and successful children win something special. Teachers should use their professional judgement as to what constitutes an outstanding piece of work; the 'Best I can do' tokens should be for prestigious or cumulative pieces of work. The 'Best I can do' tokens should not be awarded unless the work is outstanding in terms of effort (not just attainment). Outstanding behaviour may also qualify.

EXPECTATIONS, PRESENTATION AND STANDARDS

- Rubbers should not be used, unless agreed with the teacher
- From YR-6, a neat line is drawn through mistakes
- Throughout the Junior School, teachers should insist that dates and titles are underlined with a ruler and that rulers are used to draw all margins and straight lines
- Learning Intentions and Success Criteria should be prepared on labels for each child to stick at the top of a piece of work
- Any work completed on worksheets should be trimmed or neatly folded and glued in carefully
- Handwriting should be neat for all subjects and should always be the child's best effort

All teachers and learning support assistants must take care with their own handwriting and spelling, as we are role models for pupil presentation and standards

EARLY YEARS

Observation and assessment is ongoing and it is an integral part of the learning and development process at the Foundation Stage. A child's learning and development is through practical play-based activities. This is the most reliable way to build up an accurate picture of what children know and assessments are based on skills, knowledge, understanding and behaviour that they demonstrate consistently and independently.

Children are fully involved in evaluating their learning through questioning and talking about their play activities. Records of these activities are annotated by teachers, key persons and parents. Children are given the opportunity to self-assess their learning and talk about their achievement- this is evident in their Special Books.

Learning is recorded in Special Books, RE and Topic books. Specific codes are used when marking writing. Practitioners discuss the learning with the children, giving them positive oral feedback. They make comments in their books to support children's next steps in learning.

Louisa Pantelli
Assessment Leader
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Appendix 1

When finished, children are encouraged to check over their work using the following CFSS checklist.

CFSS Check

When you have finished your writing there are four things you need to check. If you follow these instructions you will know exactly what to do to be sure that your writing is clear and is as good as you can possibly make it.

Instructions for the CFSS check.

C is for capital letters

- Read through the work.
- Check that there are capital letters after every full stop. Check names.
- Make changes if you need to.

F is for full stops

- Read the work out loud.
- Your partner holds up a full stop sign every time they hear the end of a sentence.
- Make sure that you have got full stops at the end of every sentence.

S is for spellings

- Read through the work and look out for any spelling mistakes.
- Have a go at correcting all the spelling mistakes that you can.
- Underline any words that you are not sure of.

S is for sense

- Read the work out loud to your partner.
- Is there anything that doesn't make sense?
- Is there anything that you could change to make the meaning clearer?
- Make the changes and read it again.

Appendix 2

Whole School Editing Code

Mark	Meaning
Sp	Spelling mistake-try the spelling again
WW	Wrong Word e.g. <i>there</i> not <i>their</i> -try the word again
T	Tense /Time, e.g. <i>went</i> not <i>go</i> -try to correct the tense
C	Capital letter-find the missing or misplaced capital letter
P	Punctuation Put in the missing punctuation or change wrongly used punctuation For example: P. P, Other punctuation: P ? ' ! "" ; : ()
NP	New Paragraph-write NP where the paragraph should start
	This sentence or passage does not make sense, write it again.
+	Something could be added here
√	Well-written
√√	Striking or imaginative writing

Where is the Mark?

In the margin- means you can find the mistake somewhere in that line.

In the margin, with a part of the work underlined-means the mistake is in the underlined part.

In the margin, next to a pen line } -means you can find it in this section.

At the end of the piece of work-means this is a problem all the way all the way through the writing.