

St Michael's RC Primary School



Marking Policy

School Mission Statement



St Michael's Catholic Primary School and Nursery is a Catholic family of faith following the teachings of Christ. We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever changing world.

“I came so that you may have life, life in all its fullness” John 10:10

Introduction

Marking is a vital element of teaching. At St Michael's it is regarded as an integral part of our role as teachers and as such it is expected to be completed to the highest standard. It is regarded first and foremost as the most effective interaction between teacher and pupil. It is a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next. Its main aim is to drive pupil progress. In saying that it should not become onerous for the teacher to complete well or for the child to read and respond to if deemed appropriate.

In accordance with the “Eliminating Unnecessary Workload around Marking” report released in March 2016 by the Independent Teacher Workload Review Group commissioned by the Dfe, St Michaels strongly believes that effective marking can be achieved without extensive written dialogue or comments. This can become unwieldy both for the teacher and the child and a meaningless exercise to please an unrealistic expectation with no real value to improving the understanding or progress to the child.

At St Michaels we believe in 3 main principles of marking.

Marking should be:

Meaningful, manageable and motivating.

Meaningful : *marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching*

Manageable: *marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.*

Motivating: *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

In summary at St Michael's our aims and objectives in regard to marking are that

Marking should:

- Be seen by children, staff and parents as part of the learning process.
- Completed and returned to children in a timely manner and certainly for when the child needs to start their next piece of work.
- Relate to Learning Objectives, Success Criteria,/Steps to Success and individual pupil targets.
- Be used as a stimulus for children to reflect on the next steps in their learning.
- Inform the teacher's future planning.

In general:

- The teacher's focus group in all subject areas should be marked deeply with green and pink, this will ensure each child will have at least one "moving on" comment per week. With this said, it is still necessary that all books are marked/ highlighted and that mistakes/ misconceptions are addressed using pink comments or are evidenced with an intervention- this should be clearly visible in purple and should also identify who led the intervention.
- All pink comments must be responded to and answered in a meaningful way. It might be necessary to give a few examples of expected responses as well as allowing time for the children to make the appropriate response. This should be part of the teacher's daily routine.
- If the LO is met it should be highlighted

Specific Strategies

The following strategies are used:

In extended writing the first draft of writing will be extensively marked or "deep marked" with meaningful comments made in pink pen. The children will respond to these in their next draft thus showing that they have changed their work as a result, thus demonstrating understanding until the final piece has been completed which should only be celebrated with green comments/pen

In every day literacy/ English, if the Learning Objective (LO) has been met then this can be indicated with a green highlighter along the written LO at the top of the piece of work. Examples of the work that is evidence of the LO having been achieved should also be highlighted green. If the LO has not been met then a pink comment should be made to indicate where the child has gone wrong and to address misconceptions.

In maths if the calculation or answer is correct then the answers will be highlighted green to indicate achievement of the LO. Wrong answers will be highlighted pink as appropriate and misconceptions addressed. At the end of a particular topic all children will be given a typed challenge from such sources as Testbase to further assess learning.

In Science the LO will be highlighted green with examples of where the LO has been met and greened in the work. Any misconceptions including inappropriate use or misspelling of scientific vocabulary will be addressed using the pink pens

In all other subjects including History and Geography the same system will apply with the LO met in green and misconceptions addressed through the pink pen.

RE needs to be marked with sensitivity depending on the task and LO being set, this will be marked as appropriate to move the children on in their learning and to acknowledge good work, (see RE policy)

Use of highlighters/pens

- Highlighter pens should be used in books by **teachers** to identify areas for the pupil to proofread / check.

Green highlighter for “Great” and a Pink highlighter for “Think”.

Teacher comments should be written in green or pink biro pen,

Red pen should never be used by teachers in the children’s books as this can be demoralising and does not differentiate between good comments and those that require the child to develop further.

Pupil comments ie: Peer / self-assessment comments and editing should be written in purple pen by the child to show that misconceptions outlined in the pink comments have been addressed.

- Children should be given the opportunity to reply and review any comments made in marking at the earliest opportunity after the work has been completed and marked by the teacher.

General Presentation.

- Worksheets and photographs should be glued in neatly and are not allowed to hang off the page or overlap work, photographs should be cut to fit or kept a certain size i.e. A5
- The date should be on the top line, a space is then left before the LO and another space after the LO. The LO does not need to be underlined, especially if a ruler is not being used.
- In maths it is still expected that one number go in one box, this will inevitably help with place value and a general improvement in presentation

Amended February 2018