

# ST MARY'S PRIMARY SCHOOL RATHFRILAND



## Marking Policy

*M. Paul* 21/03/2023

## **MISSION STATEMENT**

St. Mary's Primary School is a Catholic school committed to the education of the whole child. We endeavor to create a happy and secure environment, unlocking the full potential of all individuals, thereby developing confident and independent learners.

### **In our school we aim to:**

- Create an ethos that actively promotes Catholic values, with the support of parents and the parish community.
- Embrace diversity and promote respect for all.
- Celebrate our self-worth and understand our individual talents and achievements.
- Develop an environment where children feel secure to express their feelings.
- Provide a curriculum which promotes independent thinkers and creativity and a love for learning.
- Establish positive, friendly relationships with the children in our care, their families, the parish, and the wider community.

## **What's the purpose of the Policy?**

The purpose of this policy is to make it explicit how teachers mark their children's work and provide feedback to ensure effective learning.

## **Why do we need a Marking Policy?**

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

## **What are the principles that guide the school's approach to marking and giving feedback?**

### **Marking and feedback should:**

- Be manageable for teachers and accessible to children.
- Provide clear feedback to children, relating to the learning objective and success criteria.
- Involve all adults working with the children in the classroom.
- Give recognition and praise for achievement.
- Allow specific time for children to read, reflect and respond to marking:
- Respond to individual learning needs – e.g. marking face to face (verbal feedback) with some and at a distance with others.
- Inform future planning and group target setting.
- Use consistent codes across the school.
- Show the children that their work is valued and purposeful.
- Ultimately be seen by children as a positive approach to improving their learning.
- Take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.

## **Assessment for Learning**

**The Five Key Actions of Assessment for Learning according to the Northern Ireland Revised Curriculum are as follows:**

### **1. Sharing Learning Intentions**

Agreed learning intentions give students a deeper understanding and ownership of their own learning process. This brings increased motivation and the desire to stay on task for a longer period of time.

### **2. Sharing and Negotiating Success Criteria**

Created by pupils or in conjunction with teachers, clear success criteria aid self-assessment and helps identify the steps needed to complete a task.

### **3. Feedback**

This is essential for effective learning and teaching. Strategies such as 'star and a wish', comment-only marking or providing prompts for improvement, can help plan the next steps in learning.

### **4. Effective Questioning**

Using more open-ended questions, giving more thinking time, using pair share and so on can help pupils feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.

### **5. How Pupils Reflect on their Learning**

(Peer and Self-Assessment and Self-Evaluation)

Allows pupils to reflect on what they have learnt and how they have learnt it. Using strategies such as traffic lights, thumbs up or useful thinking prompts can encourage pupil self-evaluation.



## **Implementation**

With these five points in mind, we at St. Mary's have agreed upon the following approaches towards marking.

### **Whole School Beliefs about Marking**

- Marking needs to be completed regularly, kept up-to-date, and promptly returned to pupils.
- Pupils need to understand marking systems, both the criteria for marking as well as comments awarded.
- Pupils need to be given time to respond to formative feedback and this followed up.
- Marking should include comments, not just ticks. The comments should not be too cursory. They need to be encouraging, but not merely congratulatory. It is particularly important that the comments tell pupils how to improve their work. At St. Mary's we do this in the form of the Star and Wish system.
- Whenever possible, marking should relate to the learning intention of the lesson (W.A.L.T.) or the success criteria set (W.I.L.F.) or 'Remember'.
- Marking can include house points, Golden Time and Stickers. These can be a considerable incentive for pupils to do well.
- The amount of marking should be manageable for teachers. We are aiming for quality not quantity.
- If a teacher is absent and a substitute teacher is employed they must be given a copy of our policy, ensuring all marking is signed.
- When focused marking is used to identify an area for improvement (Wish), the teacher may use different types of prompts depending on the task involved and the ability of the child, examples of these are –

A reminder ('can you think of a better word than 'bad'?)

A scaffold prompt ('what kind of monster was he? Change bad for a word that makes him sound more scary?').

Example prompts ('try one of these words on your own instead of 'bad' – ferocious, terrifying, evil').

## **Key Stage Approaches**

The following guidelines are minimum requirements and are expected to be adhered to by all teachers.

### **Foundation**

- If a dot is given, an age appropriate verbal or written comment will be given to explain or advise on the error.
- When oral feedback is given, the letters O.F.G. or VF will be recorded in the child's book.

### **Key Stages 1 and 2**

- If an error is made in Maths, a dot will be used to indicate this. This will be followed by correction of the error.
- Use the star and wish system, the comments should be detailed and (as much as possible) be related to the WALT and/or S.C.
- Comments should be written clearly.
- Post its may be used by the teacher if marking a piece of ongoing work.
- Weekly self evaluation will take place e.g. something I enjoyed/something I found difficult.
- Colour of pen used for marking – Pink for correct. Green for growth.
- Spelling errors
- SP will be written for known words spelt incorrectly.
- A written correction will be given where a reasonable attempt has been made.

### **Self Assessment**

All teachers use self assessment across the curriculum areas. The children are able to assess their work by compiling a list of success criteria at the beginning of the lesson with the teacher and checking their work against these criterion when they have finished. This will be done in the form of W.I.L.F. (What I'm looking for) or remember children

should have the opportunity to carry out this form of assessment in all subjects. Teachers may also decide to adopt the Thumbs up/down to help the children self evaluate their work.

### **Should Spelling, Grammar and Punctuation be corrected in all Subjects?**

Spelling, grammar and punctuation will not be corrected in all work if we are marking towards the learning intention for the lesson. Correcting every error would be extremely time consuming. However, if a child has consistently spelt an important key word incorrectly, it should be corrected.

### **How will Marking in the School be monitored?**

Marking will be monitored through book lifts carried out by the Principal, and subject co-ordinators.

Policy Adopted by Staff: January 2023

Signed by Principal: M.McConville

Signed by Board of Governors: M.Gracey



## Key Stage 1 Marking Code

Teacher's symbol in my book:	What my teacher means:
●	This is incorrect
✓	This is correct
SP	This word is spelt incorrectly
T/TA support	Adult support given
OFG	We talked about this





## Key Stage 2 Marking Code

Teacher's symbol in my book:	What my teacher means:
•	This is incorrect
✓	This is correct
SP	This word is spelt incorrectly
T/TA Support	Adult support given
OFG	We had a chat about this
⬆	There is a word missing