

St. Joseph's Catholic Primary School
Marking and Presentation Policy

Mission statement

To follow in Jesus' footsteps, caring for each other when we work, play and pray.

At St. Joseph's Catholic Primary School we recognise that all children have rights as outlined in the UN Convention. As duty bearers, we have the responsibility to respect these rights and are committed to supporting our children through their education and to ensure that they are rights-holders.

Policy Statement

Our whole school policy for marking is set out to ensure a **consistent approach** throughout the school. Marking will ensure that all **pupils** are **given guidance** on how they might **develop** their **future work** and staff will be provided with relevant information to **plan future activities**.

Introduction

We believe that marking benefits, pupils, teachers and parents as it can provide a diagnostic way of checking whether concepts have been understood and ensures that the ongoing development of the child can be monitored and assessed.

Marking is a way of providing the children with feedback about their work, guiding the development of future work and assisting teachers to plan for progression.

When marking younger pupils work, teachers may wish to make comments for their own or other adults to refer to, although the pupils may not be able to read what is written they do need to know why it is there.

All marking should be positive, clear and appropriate in its purpose.

Purposes of Marking

Marking serves a range of purposes and audiences. No single response will serve all purposes, but quality marking should fulfil a range over time.

Marking should help...

pupils to:

- Make progress and encourage them to strive to improve.
- Build self-esteem.
- Celebrate what they have done well and understand what they need to do in order to improve.
- Understand what is valued throughout the school and understand the teacher's expectations.
- Value their work and provide an audience for it.

parents to :

- See their child's achievements and what they need to work on.
- Understand the focus for marking.
- Be aware of the relationship between the teacher and their child.
- Understand the schools and the teacher's values and expectations.

teachers by:

- Providing them with the opportunity to make a variety of assessments (diagnostic, formative, summative)
- Providing an aide-memoire or record of significant progress and targets which the pupil is working on.
- Providing a focus for future planning (individuals, groups, whole class).
- Informing teachers themselves about their planning, teaching and the concepts gained by pupils.

Approaches To Marking

Written and oral comments can take the form of:

- Open and closed questioning.
- Directions.
- Stickers/stamps/smiley faces/certificates.
- Self / peer assessment
- Explicit teaching points or instructions.
- Encouraging pupils to reflect on their own work.
- Corrections or pointers to help the child self correct or improve next time.

At all times the marking approach used should suit the nature of the task set and the age of the pupil.

UNCRC

Article 12. You have the right to give your opinion and for adults to listen and take it seriously.

Article 28. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29. Your education should help you use and develop your talents and abilities

Aims

We aim to:

- Mark work against the Learning Objective, Success Criteria and children's targets.
- Provide feedback for the children to facilitate improvement, to correct errors and to record success and effort.
- Ensure that the learning objective and marking criteria have been shared with the pupils.
- Mark work using agreed codes and symbols ensuring that the children understand the meaning of each symbol and take the appropriate action.
- Provide written comments related to the learning objective that recognise achievement, and provide a balance of positive comments and supportive next steps guidance and be age appropriate, e.g. smiley face for FY.
- Provide time in lessons for children to reflect on the teacher's marking and comments and respond to gap tasks.

Assessment for Learning

Focus Marking

Teachers ensure that they mark all work in accordance to progression towards the Learning Objective and most obvious errors.

Focussed in depth marking, providing next steps and gap tasks, will not take place for every piece of work but will be organised across weeks by the individual teacher in line with their teaching focus and in class timetable.

This ensures that:

- Teacher is able to gain greater understanding of the pupils work and range of ability.
- Teachers provide high quality feedback to each pupil, each week.

Extended Writing:

All extended writing in English Books (school expectation is one piece per week) should include a success criteria sheet and comments towards the success criteria. All marking of independent writing should include age appropriate spellings to correct or practice.

Independent writing pieces written in the Writing Portfolio book is to be produced as unsupported work with no success criteria and should be completed every two-three weeks.

Supply Staff and Student Teachers:

Where work is marked by any adult other than the class teacher, green pen should be used and all marked work should be initialled by that person. (It is the responsibility of the class teacher to ensure that this is communicated clearly when cover / timetabled teaching is planned in advance).

The Role of the Teaching Assistant in Marking Work:

Where a teaching assistant is directed to work with a group or individual children, written comments should be (regularly) recorded to inform the class teacher of a pupil's ability to work independently and successfully at set tasks. All marked work should be initialled by that person. It is not the responsibility of the teaching assistant to mark the work, but to provide valuable feedback to enable the class teacher to ensure that work is set at an ability appropriate level enabling all children to work independently. PPA cover when taught by an HLTA should be marked by the HLTA.

All work should be marked by the teacher who has overall accountability for the academic progress of the pupils in their class.

Monitoring and Review:

Monitoring of the Policy:

Sampling of children's work will be carried out by the SMT and subject co-ordinators. The work will be reviewed in relation to the policy to assess:

- Consistency throughout the school.
- Positive and supportive nature of comments.
- Effects of the policy on the children's work and their involvement in assessment.
- By talking to the children, co-ordinators will also be able to ascertain the extent to which they are aware of the purposes of marking and what is expected of them by the teacher/school.

Presentation of Work:

- The date is written in full on the first line of a new piece of work (numbered date for Maths, along with a 2 square margin).
- The learning objective is written below the date.
- The date and learning objective are underlined with a pencil and ruler.
- Handwriting should be in the adopted school style.
- Blue ink should only be used by pupils who have achieved the status of writing with pen. Pencil is always used for Maths.
- Children to be taught to start a new line for each new paragraph.
- Errors should be rubbed out or crossed out neatly.

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- Pencil crayon should be used to colour in.
- Children should be given time to finish set work. It is expected that ALL work will be completed. Books/ folders should not contain unfinished pieces of work.

Monitoring and review

This policy will be regularly monitored, and will be reviewed every two years, or earlier if required.

Reviewed Spring 2017

Agreed by Staff

Agreed by Governors

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Marking and Presentation Policy Addendum
CODES & SYMBOLS

Work should be marked using red or black pen (or green – teaching assistants / supply teachers).

A

Written next to the learning objective indicates that learning objectives has been achieved.

If not achieved:

A comment is always necessary to inform the pupil as to why the learning objective has not been achieved – a short-term target may also be necessary.

V

Where a verbal response/ support has been given by a staff member, this will be noted on the work.

S

To indicate that support has been given.

S.A.

P.A.

Self assessed / Peer assessed



Task: Indicates a gap tasks or focus for improvement.

S

Spelling corrections:

Up to three spellings can be corrected in any piece of work. Teachers should focus on: high frequency words, previously taught spelling patterns or rules, subject-specific vocabulary. (It is expected that this would be provided during lessons at pupils' tables).

Children should then copy out their corrections three times at the start of the next lesson.

If spellings are underlined and 'SP' is in the margin, the child should use a dictionary to correct their spelling.

Handwriting:

In KS1 it is useful to provide handwriting practice as part of ongoing marking. This can focus on individual letters or whole words.

Children's Responses:

At the start of each lesson, children should have a chance to read the teacher comments and respond to any gap tasks or make any corrections.

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