

ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

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Working together to succeed through faith in Jesus Christ

Marking Policy

September 2020

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MARKING POLICY

Aim:

To ensure that children's work is assessed regularly using constructive but positive comments linked to the learning objectives whilst identifying areas for further development.

Objectives:

- ✓ To use the marking process as a tool for target setting, assessment and monitoring.
- ✓ To ensure that work is marked and assessed using the success criteria of the task
- ✓ To ensure that each child's efforts have been acknowledged by symbol or comment.
- ✓ To endeavour to ensure corrections are seen in a positive manner and as a means for improvement.
- ✓ To ensure that children are given the opportunity to reflect upon their achievements and next steps to ensure progress
- ✓ In early years to assess progress against the areas of learning and the developmental bands

Procedure:

At St Stephen's Catholic Primary School, all pieces of work are headed with individual child friendly learning objectives in line with the expectations of National Curriculum 2014. Each piece of work is assessed and assigned a number from 1 to 3 which is recorded on the top of the page. The number indicates whether the learning objective has been achieved, if further work is required or if learning is fully understood and mastery skills can be developed. Exceptions to pieces of work being assessed this way may include pieces of writing where more annotation may be required to ensure progress is made.

Each number is assigned a 'Fix-it' Task (FIT) which will form the introduction to the next session as set out below:

FIT Tasks		
1	2	3
Learning Objective <u>needs to be revisited</u> under direction of the teacher.	Learning Objective <u>has been achieved</u> and task assigned to embed and deepen understanding under direction of the teaching assistant.	Learning Objective is <u>fully understood</u> and task assigned to develop mastery skills for pupils to complete independently.

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FIT tasks will be assigned either at the end of a session as a result of live marking or at the beginning of the next session to revisit and embed learning depending on the nature of the task. FIT tasks will be completed at the end of a piece of work in all books and will be clearly marked with a heading, e.g. FIT 1 in purple pen.

Should a learning objective not be achieved after FIT 1, then an intervention may be delivered as appropriate.

Verbal feedback is also noted on pieces of work through the use of a stamp or noting 'vf' in the margin.

Tasks which have been supported will be noted at the bottom corner of the page by using the following indicators:

- T Teacher support
- TA TA support

Independent pieces will not be noted.

All work is marked in conjunction with shared criteria linked to the learning objectives, next steps targets, class targets or personal targets.

The following is a guide to the marking process:

Mathematics

- A tick to show that the work is correct.
- A cross to show where an answer is incorrect.
- Indicate where the error has been made using a dot as appropriate.
- FIT Task assigned as appropriate.

English

- Focus upon the learning objective which should include a skill or grammatical feature where appropriate and a FIT Task assigned as appropriate.
- Pieces of work which have not been assigned a FIT Task will be annotated accordingly in order for learning objective to be achieved.
- The correct spelling of high frequency words or words linked to spelling rules should be addressed.
- Examples of correct grammatical usage can be exemplified.
- The following codes should be used to highlight errors:

sp	spelling
P	punctuation
g	grammar

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cl capital letter
fs full stop

Spelling corrections will be highlighted using 'sp' in the margin and by underlining the word, or part of the word, that is spelt incorrectly. In Years 1 and 2 and early in Year 3, the teacher will provide the correct spelling for common exception and high frequency words. This should be kept to a maximum of three words in Year 2 and will progressively increase throughout key stage 2 to a maximum of 5 words.

Across both key stage and key stage 2 children are given 'fix it' tasks (FIT Task) to improve their work and/or develop mastery skills. At the end of each session, or indeed at any point during learning time, objectives will be revisited and children will be given the opportunity to evaluate their work and make any amendments necessary. Children will use a purple pen for self-editing at this stage before marking. For any amendments highlighted through teacher feedback children will use a green pen to correct any errors and this will usually take place at the beginning of the next lesson. This process will be guided in KSI and independent in KS2.

The recording of learning and pupil progress will take the form of actual work in individual workbooks and online platforms – Tapestry for Early Years Foundation Stage and Seesaw for all other year groups. For all pupil learning to be captured appropriately, ratios of evidence across both forms is set out below:

Subject	Evidence in Books	Evidence on Seesaw
RE (LFs per topic)	4	2
English – Writing (per week)	4	1
English – Reading (per week) Peer assessed	4	
Maths (per week)	3	2
Science (per half term)	5	1/2/3
Creative Curriculum which includes History and Geography (per half term)	5	1/2/3
Music/PE/Art/MfL/DT (per half term – weeks 1, 4 and 6)		3

During assessment weeks, evidence in books and online platforms for both English and maths will be reduced by 1 piece of work.

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Early Years

- All evidence is collected in a range of formats which may include photos, written observations, audio/video recordings and children's own work. The evidence is then contextualised and annotated against the areas of learning and the developmental bands. Evidence is recorded through the use of Tapestry - a secure online learning journal. The assessments are used to inform future planning to ensure effective progress is made.

Personalised

- All unsatisfactory or unacceptable work should be clearly indicated together with next steps to ensure improvement.
- All presented work should be in line with the School's Presentation Policy and when appropriate, assessment/comments made in relation to excellent or presentation improvement.

Peer and Self Assessment

Peer assessment is a useful marking tool which promotes self and peer evaluation of work. It develops concept application skills and enables children to assess and evaluate effectively in terms of meeting targets. It can enable children to take further ownership of targets, share good practice and help to establish next steps for future progress.

All pieces of work that are peer or self assessed will be marked in purple pen.

Signed:

Date: September 2020