

St. Mary's C.E. (A) Primary School



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Greenfield

Marking Policy

2019

**'We enjoy learning and achieving
in a Christian environment'**



ST. MARY'S C.E. (A) PRIMARY SCHOOL, GREENFIELD

WHOLE SCHOOL MARKING POLICY – 2019

'A wide man will hear and increase in learning, and a man of understanding will acquire wise counsel...'
Proverbs 1:5

MISSION STATEMENT

'We enjoy learning and achieving in a Christian environment'

Every Child Matters at St. Mary's

St. Mary's wants every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This policy has been written with careful consideration of the Every Child Matters Agenda.

Healthy School

St. Mary's is a Healthy School with healthy attitudes embedded in the curriculum and extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and adults as well as making choices about healthy lifestyles.

Building Learning Power Statement

At St. Mary's, we encourage all pupils to build their own learning power. Building Learning Power emphasises the development of lifelong learning, values and skills. We aim to ensure that all children develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At St. Mary's, children develop the ability to take responsibility for their own learning, self-assess and articulate their identity as a learner. They develop the ability to know what is worth learning, face confusion and select the best learning tool for the job.

Equality Statement

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Record of child's test scores	Name Test Score	Ongoing record of achievement and progress	Teachers Teaching Support Staff	Initially completed on paper then may be entered onto staff member's computer Paper version is shredded	Held on file throughout child's time at school

All data will be handled in accordance with the school's Data Protection Policy.

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
✓		

The Purpose of the Policy

The purpose of this Policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the Policy and to apply it consistently

The Need for a Marking Policy

It is important that the teaching team provides constructive feedback, both written and verbal, to children and that this feedback is focussed on success and areas for improvement against learning intentions. This enables children to become reflective learners and helps them close the gap between what they can do currently and what they need to do to make progress. The teaching team consists of teachers, teaching assistants (TA's) and any other specialist teachers employed by the school and/or LEA.

The Principles that Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- ✓ Be manageable for the teaching team and accessible to the children
- ✓ Relate to the Learning Objective (WALT) and Success Criteria (WILF)
- ✓ Involve the teaching team working with the children
- ✓ Give recognition and praise for achievement and clear strategies for improvement
- ✓ Allow specific time for children to read, reflect and respond to marking where appropriate
- ✓ Respond to individual learning needs, taking opportunities to mark face-to-face where appropriate
- ✓ Inform future planning
- ✓ Use consistent codes within Key Stages
- ✓ Ultimately be seen by children as a positive approach to improving their learning

Research has shown that consistent and effective marking, as documented in this Policy, has a significant impact on raising achievement.

Responsibilities of class teachers

At St. Mary's we believe that all class teachers need to:

- ensure that all class learning and home learning is marked regularly, according to the School's Marking_Policy
- keep a record of marks and levels where appropriate, i.e. spelling and tables etc
- explain the marking and assessment system to the pupils
- ensure that marking and assessment information informs future planning

Sharing Learning Objectives with the Children

- Teachers share learning objectives with children during lessons, through the use of WALT (*We Are Learning To*) and WILF (*What I Am Looking For*). These may be verbal or written depending on the class and lesson situation.

How Do We Mark Children's Work?

A system of highlighting is used that relates to WILF (*What I Am Looking For*), as follows:

- Yellow: *Yippee Yellow* - where there is clear evidence of progress against the WILF and, where appropriate, evidence of meeting year group expectations;
- Green: *Green for Growth* - where there is scope for further progress and where highlighting will relate to future actions;

It is neither appropriate nor necessary to highlight every error in a child's work.

- Where possible, children's work should be marked "on the go" (in class in order that feedback is immediate and has the greatest impact on progress. However where this proves impractical, it may be necessary to choose focus groups of children with which to undertake "marking on the go" within a session.

Appropriate Key Stage symbols (as set out in the Key Stage Marking Prompts - see Appendices) are also used. Pupils are clear about what the symbols represent

The School makes use of a range of forms of marking/feedback:

Verbal Feedback

We recognise the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the Learning Objective and Success Criteria and then question the child about a specific part of the work. This may be to correct a child's understanding or to deepen learning. The work will then be ticked and annotated with the letter V. Children of all ages need verbal feedback from time to time, but this is particularly important in the Early Years and KS1, where children may be unable to read a written comment.

Action Time

There is timetabled opportunity for Action Time across school each day from 9.00am to 9.15am each day.

Key Stage 2

Within written marking, a green circle with an A in the middle indicates an action to be completed - details of the action will be recorded or given verbally by the adult who has marked the child's work. Each child will have opportunities to participate in "Action Time" across a range of subjects. Teachers ensure time is provided to complete actions (see above).

Key Stage 1

Within written marking, a green circle with an A in the middle indicates an action to be completed - details of the action will be recorded or given verbally by the adult who has marked the child's work. Each child will have opportunities to participate in "Action Time" across a range of subjects. Teachers ensure time is provided to complete actions (see above).

Reception

Within written marking, a green circle with an A in the middle indicates an action to be completed - details of the action will be recorded or given verbally by the adult who has marked the child's work. An adult shares verbal feedback with the child.

Self-Evaluation

Children are encouraged to self-evaluate by identifying their successes and looking for improvement. The Plenary may then focus on this process as a way of analysing learning. Children make use of a purple pen to evaluate and edit their work.

Shared Marking

Teachers sometimes use one piece of work from an unnamed child to mark as a class, on the interactive whiteboard. This enables the children to model the marking process and identify certain Success Criteria. It also allows teaching and reinforcement of particular points at the same time.

Monitoring and Evaluating this Policy

This policy will be monitored through further consultation with staff and through planned reviews.

Children's workbooks will be monitored by the Senior Leadership Team and Subject Leaders, with written and verbal feedback given to individual members of staff, in line with the Monitoring and Self Evaluation Policy.

Where appropriate, Subject Leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject Leaders will monitor subject specific marking as part of their monitoring role.

Signed:

Date: October 2019

Chair of Curriculum and Policy Committee

To be reviewed: September 2020

EYFS/Key Stage 1 Marking Prompt Sheet



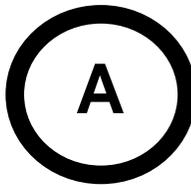
WALT Achieved



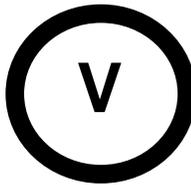
More Practice Needed



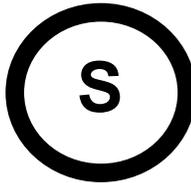
Speak to a Teacher



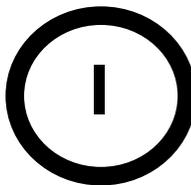
Action Required



Verbal Feedback Given



Supported



Independent

Spelling mistake

Key Stage 2 Marking Prompt Sheet

These are the symbols you will see in your books to tell you about your learning.

WA

WALT Achieved

NA

WALT Not Achieved



Verbal Feedback Given



Action Required



Supported



Independent

√√

Examples in the piece which the adult thinks are fantastic.



Spelling mistake