



St Joseph's Catholic VA Primary School



School Marking Policy

**Current Review November 2019
Next review November 2020**

School Vision Statement

Together we love - Together we hope - Together we learn.

Mission

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we enable and encourage everyone to share and nurture a love of learning and the love of Christ.

Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.

Introduction

In line with our vision statement we aim to encourage everyone to achieve his or her full potential. We believe that effective assessment is an important part of this process. It provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children

Aims and Objectives

The aims and objectives of assessment in our school are:

- To allow teachers to plan work that accurately reflects the needs of each child;
- To enable our children to demonstrate what they know, understand and can do in their work .
- To provide regular information for parents that enables them to support their child's learning'

Rationale

In line with our vision statement, we aim to encourage everyone to achieve his or her full potential. We believe that the most effective feedback is instant. Where it is not possible to mark work with the child, the teacher notes on a distance marking sheet any work that needs clarifying in the next lesson, plus any misconceptions that individual learners may have. It is very important that this distance marking sheet informs the future lessons. There is no need to write out the next steps for learning, except in English Progress Books, where these steps then become the children's individual targets for the following term. The marking policy takes into account the school's Equal Opportunities Policy.

Aims and Objectives

Through marking, we aim to:

- Inform children of their progress
- Inform teacher assessment and planning
- Outline the next steps for learning when appropriate

Implementation

Teachers' professional judgement is the key factor in marking. Therefore marking is based on the teachers' professional judgement and is selective in order to foster positive attitudes in our children. It has due regard to our Assessment Policy and procedures.

Learning objective (L.O.) should be clear and shared with the children during the lesson and success criteria should be discussed/displayed and, whenever possible, agreed with the children beforehand.

Work should be marked mostly in black ink and dated.

Wherever possible, work should be discussed with the child as they are working and annotated for FS & KS1.

In Key Stage 1 and 2 when marking against the learning objective/target (as shared with the child) there should be 1 tick on the piece of work if the child is secure and achieved fully, 2 ticks to indicate they have exceeded the expectation in some way and, in the event of a child not meeting the learning objective, a supportive comment or record of verbal feedback should be made (using the code 'vf' or teacher's initials where appropriate).

Where informal exercise books for a range of subjects are used, such as reading logs and jotters, marking will be on an informal basis at the teacher's discretion.

When appropriate, children are encouraged to proof read their work, making corrections with an alternative colour pen or pencil. It should be clear to see that feedback has helped the child improve, either in the next piece of work or editing the original piece.

Standardised symbols will be used and discussed with the children to ensure their understanding. These may be used as follows:

Marking Information

Children working independently	✓✓	If a child has worked independently and has exceeded the L.O. put two ticks next to the L.O. or work with a positive comment if you wish.
	✓	If the child has achieved the L.O. then put one tick next to the L.O. or work with a positive comment if you wish.
	No tick but with a supportive comment/vf	If the child has not achieved the L.O. this should be noted on your weekly plan/distance marking sheet/diary
	If you wish you may use the symbols below	
	~	A wavy line below a word to indicate the child needs to edit later (with pens of perfection)
	=	Missing punctuation
	Sp	Word spelt wrongly which you consider the child should know
	PT	Precision Teaching
Working with an adult	A	To indicate that an adult has supported the learning
	ST	May be used by supply teachers
	I	An I can be used (particularly in KS1) to indicate at which point the child was working independently
Progress books	<i>Next steps for learning</i>	To inform the child's termly targets
	<i>Pink and green</i>	To be used to show achievement and areas for growth

Children may be encouraged to peer mark work if the teacher deems it to be relevant to the task. Marking should generally be in a different colour and the child should record their name.

Teacher comments will be legible, age appropriate and mainly positive.

Teachers are encouraged to use other forms of AfL (Assessment for Learning) as appropriate for their children/class.

Review: The monitoring of the marking policy is the responsibility of the Assessment Co-ordinator and will be reviewed every year.

Signed by the chair of Governors.....

Reviewed November 2019

Next review November 2020