

# St Saviour's RC Primary School

*Pray Together, Learn Together, Stronger Together in Jesus*



*Forward Thinking, Traditional Values*

## Marking Policy 2018

**Updated:** Autumn 2018  
**Review:** Autumn 2020

# St Saviour's RC Primary School

## Marking Policy

### Mission Statement

*Pray Together, Learn Together, Stronger Together in Jesus*

#### The principles that underpin our marking policy are:-

- To have consistency throughout the school.
- To give feedback during or as soon as possible after the work has been completed.
- Marking should reflect the learning objectives.
- Marking needs to model when work is incorrect and move on when objectives are met
- To give children opportunity to edit their work with a partner.
- To encourage child's own corrections and self-assessments and peer assessment.
- It can take the form of a verbal comment or written feedback.
- Marking should give an insight to how well a child is performing.
- To help identify areas of strength, weakness or special needs.
- It needs to offer positive benefits to pupils, teachers and parents.

As a school we adopt the "Moving on / Moving up" rationale when marking children's work. It is the expectation that all work should be marked with a tick and acknowledges children's efforts.

If work is incorrect then the correct strategies should be modelled.

If work is being developmentally marked then it should extend the learning or consolidate past or present learning.

## Marking of English & RE Work

### EYFS

We acknowledge that at this young age constant verbal feedback is of most use to the child in terms of moving them forward.

If early stages of letter formation or phonics are incorrect, then it will be modelled to the child as an individual or as part of a small group.

### KS1

In KS1 (Years 1 and 2) it is the expectation that every child's work is marked every day with a simple tick unless there are noticeable errors. If these errors are present, then there should be modelling of what is required.

**English** books should be developmentally marked *at least* once a week as a minimum.

**RE** books should be developmentally marked *at least* once per "topic" or at the end of a unit, whichever is most applicable.

### KS2

In KS2 (Years 3 to 6) it is the expectation that every child's work is marked every day with a simple tick unless there are noticeable errors. If these errors are present, then there should be modelling of what is required.

**English** books should be developmentally marked *at least* twice a week as a minimum, depending on applicability of unit tasks.

**RE** books should be developmentally marked *at least* once per "topic" or at the end of a unit, whichever is most applicable.

**All books should be marked using the marking codes at the end of this policy.**

## What is Developmental Marking in English and RE (*Moving On / Moving Up*)?

When work is developmentally marked in English or RE must contain one of the following –

- Up-levelling of work (*e.g. Try the highlighted section again using more powerful adjectives*)
- A Deeper thinking Question (*Where would you like to live most and why? How do you think you would have felt if you were that character?*)
- ?

**Please ensure the children have time in lessons to respond to your developmental comments!**

## Marking of Maths Work

### EYFS

We acknowledge that at this young age constant verbal feedback is of most use to the child in terms of moving them forward.

If early stages of number recognition and counting are incorrect, then it will be modelled to the child as an individual or as part of a small group.

### KS1

In KS1 (Years 1 and 2) it is the expectation that every child's work is marked every day with a simple tick unless there are noticeable errors. If these errors are present, then there should be modelling of what is required.

**Maths** books should be developmentally marked *at least* once a week as a minimum.

### KS2

In KS2 (Years 3 to 6) it is the expectation that every child's work is marked every day with a simple tick unless there are noticeable errors. If these errors are present, then there should be modelling of what is required.

**Maths** books should be developmentally marked *at least* twice a week as a minimum, depending on applicability of unit tasks.

**All books should be marked using the marking codes at the end of this policy.**

## What is Developmental Marking in Maths (*Moving On / Moving Up*)?

When work is developmentally marked in Maths must contain one of the following –

- Up-levelling of work (*e.g. You can subtract single digit numbers from two digit numbers, now try this two digit minus two digit question*)
- A Deeper thinking Challenge Question (???????)
- ?

**Please ensure the children have time in lessons to respond to your developmental comments!**

## Marking of Topic Work

### EYFS

We acknowledge that at this young age constant verbal feedback is of most use to the child in terms of moving them forward.

If early stages of letter formation or phonics are incorrect, then it will be modelled to the child as an individual or as part of a small group.

### KS1

In KS1 (Years 1 and 2) it is the expectation that every child's work is marked lesson with a simple tick unless there are noticeable errors. If these errors are present, then there should be modelling of what is required.

**Topic** books should be developmentally marked *at least* once a unit as a minimum.

### KS2

In KS2 (Years 3 to 6) it is the expectation that every child's work is marked every day with a simple tick unless there are noticeable errors. If these errors are present, then there should be modelling of what is required.

**Topic** books should be developmentally marked *at least* twice a week as a unit, depending on applicability of unit tasks.

**All books should be marked using the marking codes at the end of this policy.**

## What is Developmental Marking in Topic Books (*Moving On / Moving Up*)?

When work is developmentally marked in Topic Books it must contain one of the following –

- Up-leveiling of work (*e.g. Try the highlighted section again using more powerful adjectives*)
- A Deeper thinking Question (*Where would you like to live most and why? How do you think you would have felt if you were that character?*)
- ?

**Please ensure the children have time in lessons to respond to your developmental comments!**

## **Monitoring**

Subject Leaders and the SLT will monitor a small cross-section of books each week on a rotation basis (English / Maths / RE / Topic).

At a minimum half termly written feedback will be given to teaching staff.

## **Supply Teachers**

Supply Teachers should aim to adopt the rationale to each subject mentioned in this policy and use whole school or key stage specific marking codes.

## **Teaching Assistants**

Teaching Assistants are encouraged to mark books if they have been working with a small group, adopting the rationale to each subject mentioned in this policy and use whole school or key stage specific marking codes.

## **Marking SEND Pupils' Work**

- Mark in the presence of the child, comment should be given verbally as well as written.
- All comments should be positive to encourage effort and further progress.
- Feedback should relate to curricular targets EHC plan

## **Children Constantly Getting Work Wrong**







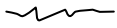



If a child appears to be consistently getting an aspect of learning incorrect then planning should be amended to scaffold learning for that child.

## **Children Constantly Getting Work Correct**

If a child appears to be consistently getting an aspect of learning correct then planning should be amended to allow the child to move forward at a greater depth.

# St Saviour's RC Primary School Marking Codes

## KS1

| English / RE / Topic  | Maths   |
|---|---|
|  Correct   |  Correct                       |
|  When work is incorrect   |  When work is incorrect        |
|  Discussed with child verbally  |  Discussed with child verbally |
|  Incorrect Spelling   | <b>I</b> Independent work   |
|  Repeated error such as letter reversal ( <i>circle around letter</i> ) | <b>A</b> Assisted Work  |
|  letter/word missed out   |   |
| // NP ( <i>new paragraph needed</i> )   |   |
| Leave a finger space between words  |   |
|  I don't understand what is written                                   |   |
| <b>I</b> Independent work   |   |
| <b>A</b> Assisted Work  |   |

## St Saviour's RC Primary School Marking Codes

## KS2

| English / RE / Topic   | Maths                            |
|--|----------------------------------|
| ✓ Correct  | ✓ Correct                        |
| ■ When work is incorrect   | ■ When work is incorrect         |
| VF Discussed with child verbally   | VF Discussed with child verbally |
| ~ Incorrect Spelling   | ? I don't understand this        |
| ○ Repeated error such as letter reversal ( <i>circle around letter</i> ) | I Independent work               |
| ^ letter/word missed out   | A Assisted Work                  |
| // NP ( <i>new paragraph needed</i> )                                    |                                  |
| * Refer to teacher comments  |                                  |
| ? I don't understand what is written                                     |                                  |
| I Independent work   |                                  |
| A Assisted Work  |                                  |



## Appendix 1

### Written Work

Throughout the primary school, but at various levels of ability, the children will be expected to perform certain skills. These will help them to develop and improve their written work. The aspects which the children are to focus on are the following:

1. To present their work neatly and clearly.
2. To begin each piece of work with a date on the first line.
3. To have a title/book and page number.
4. Learning Objective
5. To use margins appropriately.
6. To use brackets around errors.
7. In mathematics to use 1 square for each digit.
8. To read over their work and check it for errors.
9. To read teachers comments and to act upon them.

This policy was written by all teaching staff and senior leaders November 2018.

Agreed by Staff \_\_\_\_\_

Date for Review \_\_\_\_\_