



St Mary's Catholic Primary and Nursery School

## MARKING POLICY

*“Inspiring children to love learning*

*St. Mary's Catholic Primary School and Nursery values all children for their unique gifts and talents. Each child is encouraged to reach his or her full potential, academically, socially and spiritually.*

*Children are nurtured and supported as they grow to become curious, confident and independent learners, who work hard and aim high.*

*All are welcomed into our happy caring catholic school community, which has the Christian values of love, patience, generosity, kindness and mutual respect at its heart”*

### Marking policy

#### **Rationale**

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

The **quantity** of feedback should not be confused with the **quality**. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

'Ineffective marking usually involves an excessive reliance on the labour intensive practices under our definition of deep marking, such as extensive written comments in different colour pens, or the indication of when verbal feedback has been given by adding 'V' on a pupil's work. However for EYFS this abbreviation may be of use', as advised by the Dfe.

We believe that three principles underpin effective marking: it should be meaningful, manageable and motivating.

No Government or Ofsted guidance or policy has set deep marking as a requirement. The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. This is not a requirement for pupils to provide a written response to feedback: it could simply that pupils should act on the feedback in subsequent work

#### **Marking Procedures**

Marking can be done with purple pens so that it can be clearly seen. It may be useful in KS2 to leave a line in between written work so that writing is easier to read and marking clear. Spellings should be picked up themselves and correcting done by themselves as part of redrafting and editing. However some less able and younger students may need to be given the spellings and practise them. Corrections will be completed underneath or nearby to work. Rubbers will not be used for corrections unless directed by the teacher. Errors will be neatly crossed out with a pencil and ruler. Learning intention should be highlighted by teacher/teaching assistant to show how children have got on with learning, pink, orange or green: Pink

suggesting needing help, orange, beginning to understand and acquire the skill and green that they are proficient and able to start to apply.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Teacher's do need to read children's work, but feedback may be to whole class on a few points that teacher needs to go over for learning to move on.

Feedback can take the form of spoken or written marking, peer marking and self-assessment.

**Motivating:** *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive marking. And too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.

Reviewed policy- Jane Price October 2018

Next review – October 2021