

**ST JOSEPH'S PRIMARY
SCHOOL
CARNACAVILLE**



Marking Policy

The vision of St Joseph's Primary School is one where each child and staff member feels valued, respected and loved; where talents and abilities are nurtured to enable all to reach their potential, in an inclusive environment committed to our shared Christian values.

Introduction

In St. Joseph's Primary School, we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent shared approach across the entire school, to the marking used by individual teachers. Teachers use their professional judgment taking into account the age and needs of the children. As a school we firmly believe all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process. We believe that marking and feedback is an essential element in learning. Marking and feedback are effective when children are made to see what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternative ideas.

Marking should

- celebrate children's successes,
- demonstrate that their work is valued
- provide meaningful feedback to the child
- stimulate correction of errors or improvement in a piece of work
- encourage children to become independent learners,
- be used to help children to evaluate their own and others work.
- assist in the assessment of a child's performance, providing a record of
- achievement for both teachers and parents.

All members of our staff have the experience and expertise to recognise an acceptable standard of work based on the ability of the children in their class. As a staff we must ensure that the quality, quantity and presentation of work meets these expectations. These should be matched to the individual child, and realistic in terms of that child's abilities.

This policy gives guidance to staff on the purpose, types and frequency of marking.

Why mark?

- to find out what children can do;
- to see if children have understood work;
- to ascertain standards;
- Children can see their efforts recognised;
- Children feel praise and are encouraged to resent their best efforts.

All marking should have a clear purpose for either the child or the teacher depending on the **learning objective**.

By marking, teachers demonstrate to the children that their efforts are valued – this gives additional purpose to their work. If work is left unmarked, the child will not know whether the work is good, bad or indifferent and may lose interest or not produce work of such quality in future. Parents may also assume that unmarked work has not been looked at.

When to Mark?

- at least at the completion of a piece of work;
- ideally, as the work is in progress.

Where appropriate It is much better, if not actually teaching, to move around the room marking and commenting whilst the children are still busy. Marking a full set of books cannot be avoided

Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Correcting through Quality Marking allows for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. Children will be encouraged to read through their work before presenting it to be marked, as a strategy to develop self-reflection and self- evaluation, against the shared learning objectives.

Aims of marking

- We aim to mark positively whenever possible to enhance self-esteem and confidence.
- We mark children's work and offer feedback in order to:
 - show that we value their work, and encourage them to do the same;
 - boost self-esteem and aspirations, through use of praise and encouragement;
 - give a clear general picture of how far they have come in their learning, and what the next steps are;
 - offer them specific information on the extent to which they have met the lesson objective, and/or the individual target;
 - promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
 - share expectations;
 - gauge their understanding, and identify any misconceptions;
 - provide a basis both for summative and for formative assessment and inform individual tracking of progress;
 - provide the ongoing assessment that should inform future lesson-planning
 - help adopt a positive attitude at all times;
 - instil confidence in the child;
 - ensure the child is making appropriate progress;
 - keep the child focused on agreed targets and encourage self and peer assessment and self-correction;
 - demonstrate the value and respect teachers have toward children's efforts;
 - provide an indication to parents about their child's progress.

In addition to this, marking and feedback should:

- Be consistent across key stages
- Relate to the learning intention or success criteria agreed at the start of a lesson.

In St Joseph`s, marking will take on several forms:

- **Formative:** the positive achievements of pupils will be recognised.
- **Diagnostic:** the strengths and weaknesses of pupils may be recognised.
- **Summative:** the overall achievements of pupils may be recorded in a systematic way.
- **Evaluative:** the information gained by teachers about pupils' achievements can be used to inform future curriculum planning and resource decisions.

All marking should have a clear purpose for either the child or the teacher depending on the learning objective.

Types of marking

- Ticks where work is correct, crosses or a dot where mistakes are made.
 - Teachers' comments should be positive, constructive and reflect the lesson objective; wherever possible a constructive statement on how to improve should support a negative comment.
 - Points/smiley faces may be given for reward of effort.
 - Children may, where appropriate, self-mark work, or mark another child's work.
- The teacher will always review this marking (Self/Peer Assessment).**
- Teachers will use a variety of colours to mark work.

Frequency of marking

- Marking may take place during the lesson as this allows for immediate feedback.
- Most work will be marked as soon as is practical after the lesson.
- In the case of a long-term project it may not be marked until the completion of the project.
- Children will be informed in advance if this is the case.
- All marked work should be dated regularly and signed occasionally.

How to Mark

There are times when a piece of work is such that a tick to show that it has been seen is sufficient. Usually however, each piece of work should be thoughtfully assessed, discussed with the child if present, and appropriate encouraging comments written or verbal given to the child.

Teachers should know what they are marking i.e.

1. accuracy,
2. neatness,
3. creativity, a specific grammatical point, etc.
4. Linked to the Learning Intention.

Some mistakes may require written correction or relearning, but this should not be a long repetitive process, and the need for correction should be balanced by positive statements about the child's efforts wherever possible.

Marking is aimed at what is right as much as what is wrong. Children, like all of us, respond better to praise for their achievements rather than criticism of their shortcomings.

We therefore mark children's work in order to:-

- Show work is valued and to praise
- Demonstrate appreciation of children's effort
- Give feedback to children and to inform them of their achievements and the next step in their learning
- Inform future planning and learning
- Evaluate and assess children's learning
- Ensure set tasks have been carried out

Teachers will respond to children's efforts in a variety of ways.

- Whenever possible, in the presence of the child
- Positively
- Using verbal or written comments
- Constructively
- Using stickers and/ or stampers
- Using ticks
- Writing targets at the bottom of the work marked (2stars and a wish)
- Marking in relation to shared learning objectives and the child's attainments
- Spending time with the child to ensure they understand the comments and the targets set
- Displaying work (Work of the day/week)

Children will respond to marking by being

- Encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives and any previously individually set targets in their books.
- Encouraged to reflect after marking and take the opportunity to correct, practise or investigate a problem.

In Quality Marking and Quality Feedback....

- All errors are not marked, however ongoing issues cannot be ignored and need to be addressed, e.g. Leaving out capital letters etc.
- Marking focuses on specific taught items: concepts, skills and knowledge, so that the feedback encourages development of the learning.
- Marking is only of value if comments are read and responded to or given due regard by the pupil.
- Ideally marking should become a part of the developing dialogue resulting in pupil progress. For example, a pupil writes, the writing is marked and in his/her subsequent work, the pupil incorporates suggestions.
- Marking will take on a positive form.

We will ensure that time is allocated within the teaching day for pupils to respond to their written / oral comments by the class teachers in order for them to act upon the development points. There may be times where the teacher has written a positive comment about the child's efforts but the child has failed to understand the concept. Time should be spent making sure that the child has had time to reflect on the learning.

Presentation of work

We have high standards in presenting all work in school; in displays, worksheets, in books and teachers' and children's writing. The highest standard is expected from all.

We expect the children to ...

- Always do their best
- Follow instructions
- To date and title their work
- Form letters correctly.
- Position themselves appropriately on chairs
- Lay out work as explained by the teacher
- Name loose sheets of paper
- Use sharp pencils, appropriate pens, ruler to underline and writing aids (grips etc.)
- Use recommended aids where appropriate, i.e. sloped writing aid, seating wedges, weighted cushion.

Never

- Scribble
- Deface books
- Cross out by scribbling
- Doodle
- Giant full stops
- Felt-tip pens in writing books
- Write on top of writing
- Go over letters
- Write on others' work

General Guidelines

Foundation

- Teachers to provide written feedback on work, this may be in the form of stamps, stickers progressing to a word/short comment by Term 2 in Primary 2.
- Comments should be linked to the learning intention (W.A.L.T.) when the child can read it.
- All written comments are to be printed (not cursive) in order that children can follow the development of letters as they learn to write and also that children can read and understand the comments written.
- Verbal feedback linked to the learning intention will be given daily to affirm work.

Key Stage 1

- Teachers should place written feedback related to the task at least once per week unless otherwise needed.
- Work in between should be marked, dated/signed by the teacher marking it.
- Written feedback and a comment may be given to explain or to advise in the form of highlighter pens to indicate errors and the children are given time to complete corrections e.g. Capital letter full stops etc.
- Comments should be linked to the learning intention (W.A.L.T.) or (L.I) when appropriate.
- Written feedback and a comment must be given to explain or to advise on an error where there is an obvious difficulty. The nature of this modification and/ or correction will be at teacher discretion
- The final piece of writing in a writing task should be marked with a detailed, one star and a wish comment once per half term for P3 and two star and a wish comment once per half term for P4.
- Verbal feedback will be given when and where necessary.
- Comments should be written clearly, in a legible style.
- Pupils can correct their own work in P4, if it is appropriate, i.e. a yes/no answer and if the child is able to do so. Less able children and those with special needs will have their work marked by the teacher.
- Work that requires the teacher seeing the working out/method used must be marked by the teacher.
- The teacher will mark all work of the less able children and those with special needs.

Key Stage 2

- Teachers should place written feedback related to the task regularly unless otherwise needed.
- All marked work should be dated regularly and it is assumed that all work is marked by the class teacher unless signed by an appropriate adult.
- Comments should be linked to the learning intention (W.A.L.T.) or (L.I) when appropriate.
- Written or oral feedback and a comment must be given to explain or to advise on an error where there is an obvious difficulty. The nature of this modification and/ or correction will be at teacher discretion

- The final piece of writing in a writing task should be marked with a detailed, two star and a wish comment once per half term.
- Verbal feedback will be given when and where necessary.
- Comments should be written clearly, in a legible style.
- Pupils can correct their own work or exchange work with a partner when appropriate to do so.
- Literal comprehension questions may be marked by pupils; inferential questions should be marked by the teachers, unless in Literacy Circle discussions (P5-P7 where the Discussion Director leads conversation on inferred understanding.)
- The Teacher will mark the work of the pupils unable to engage in the exchange of work.
- The teacher will mark all work for less able children and those with special needs.

Using Mathematics

Errors should be dotted, asterisked, crossed or a new answer box drawn and an individual comment may be appropriate. In Key Stage 2 children are encouraged to self-evaluate their own work against the agreed success criteria.

World Around Us (WAU)/PDMU/Religion etc.

Foundation / Key Stage 1 and 2

- Comments should be linked to the learning intention (W.A.L.T.) or (L.I). when appropriate
- Comments should be positive and affirming with encouragement given to bring about improvement.

N.B

Using 'Well done,' 'Very good,' 'Excellent,' on their own are not always considered constructive feedback. On occasions these types of comments should be extended and linked to the learning intention of the lesson.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

General advice to teachers

- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed and not a teacher sitting at a desk marking piles of books.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

- In addition to these general rules there are specific rules for specific types of work, for example maths. These rules have been taught and may be on display. They make it clear what good-quality work in the subject is like.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- Teachers mainly mark by comment (in preference to marks out of ten, or levels). Where possible, teachers establish direct links between oral or written praise and the class or school rewards systems. Stamps and/or stickers may be used from time to time. (Teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements, so cannot be used all the time)
- Ticks are normal where work is correct, and a dot or cross where errors have been made.
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact, pupils should be encouraged to set some of the questions.
- When appropriate, children may mark their own or another child's work, but **the teacher must always review this marking.**
- in addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met. (this is not verbally)
- Teachers comment on spelling and grammar only in the following cases:
 - If spellings and grammar were part of the lesson focus/objective;
 - If it is a spelling/high frequency word that all pupils should know;
 - If it is related to the child's target.

Covid 19 Amendments

Due to the unprecedented circumstances schools are working under during the Covid-19 pandemic, the following amendments will apply until restrictions are revoked.

- Marking will be done following EA and union Covid guidance.
- When teachers collect individual students work for marking, this should be marked within the classroom, they should apply good hand washing procedures or use hand sanitiser at regular intervals and should be discouraged from touching their face after handling pupil's books.
- The use of gloves is not recommended as the misuse or removal of gloves incorrectly, could inadvertently cause contamination.
- Consideration will be given to the use of other forms of feedback techniques such as verbal feedback, whole class feedback, self-assessment or comments written onto post-it notes etc.
- Books will remain in quarantine for 72 hours before a teacher engages with them.