



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Marking Policy

Our Mission Statement

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

This policy was adopted September 2017

The policy is to be reviewed September 2018

Written by: Mrs Louise Prestidge

At St. Augustine of Canterbury Catholic Primary School, we believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Purpose

At St. Augustine of Canterbury Catholic School we believe that the purposes of marking are:

- To show pupils that we value their work
- To assist learning
- To inform planning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To provide constructive feedback
- To recognise achievement, presentation and effort
- To promote higher standards
- To correct errors and clear up misunderstandings
- To allow pupils to reflect on their performance and to set new targets together with the teacher.

Key Principles:

At St. Augustine of Canterbury marking should:

- be constructive
- be related to needs, attainment and ability
- be related to specific learning objectives and curricular targets (where appropriate) which the pupil should know in advance
- Where possible, be accompanied by verbal comments
- follow consistent practice throughout the school
- ensure that pupils know how well they are doing (green) and what they need to improve to make further progress (pink).
- provide pupils with opportunities to assess their own work and that of others.

Guidelines for marking

Marking procedures

At St. Augustine's the following procedures are used to support Assessment for Learning within our marking.

Green = good The teacher will highlight in green the aspects of the work which are directly linked to the Learning objective, steps to success or child's target. Within maths; the correct answer is highlighted green.

The teacher then writes a positive comment in green to give feedback on the child's learning.

Pink = think The teacher will highlight in pink aspects of the child's work which do not meet the objective. This is of course within reasonable limits as the 'green' should outweigh the 'pink'. In maths; a wrong answer is highlighted in pink

with a pink line drawn next to it for the child to correct their answer (this is then highlighted green if correct).

For most pieces of work; the teacher then writes a pink comment, poses a pink question to extend the child's learning or writes a pink suggestion requiring a response from the child (This may need to be shared orally with the children at the beginning of the next session or piece of work.).

- Marking should be done during, or as soon as possible after the completion of the task and always before the next teaching session of that subject.
- Teachers will apply their judgement when choosing the detail and focus of the marking, depending on the learning objective, their age, their knowledge of the child and the child's personal learning targets.
- Marking should inform the child of the progress they are making and targets they need to work towards.
- Marking should be done using legible writing.

All marking will be carried out in the appropriate **Green** or **Pink** pen.

Marking should also be accompanied by the use of praise to support the child's self-esteem (house points, stickers or stamps).

Where appropriate stamps are used to indicate the level of support given during the learning session.

I - Independent work

T.A. - Work supported by teaching assistant

T. - Work supported by teacher

After marking

- Time needs to be given to children to reflect upon marking to ensure that they benefit from it (answering **PINK** comments).
- Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the child.
- Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally.
- Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching session of the next lesson.

Supply Teachers

We expect supply teachers to follow the same marking procedures as the Teaching Staff.

Monitoring

We will ensure that these guidelines are being used consistently throughout the school by carrying out Book Monitoring. This will be the responsibility of the Leadership Team when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The Governing body will monitor the implementation of the policy.

Reviewing the policy

We will review our policy at the beginning of every academic year in order to reinforce it with established staff and familiarise new staff with it.

Louise Prestidge

Head teacher