

Marking Policy



Love, Learn and Shine Together with Jesus

Date of Review: September 2024

Leader: SLT

Marking Policy for EYFS/KS1 and KS2

At St Matthew's Catholic Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Purpose – Why we mark children's work.

- To build child's self-esteem.
- To give feedback to pupils that will help them to improve their learning in all subjects.
- To monitor pupil progression – has the child understood the lesson objective?
- To give accurate feedback on achievement- attainment or progress.
- To evaluate and raise standards in our own teaching and inform future planning.

Key Principles/ Practicalities

- Provide all children with instant, positive, and constructive feedback on the content, accuracy and presentation of their work.
- Marking consistency is shown across year groups and throughout both key stages. It is vital to develop a consistent approach, easily interpretable by pupils, teachers and all staff.
- Prompt & praise – Praise and rewards i.e. stickers, star awards should be given where appropriate.
- Discuss expectations and procedures with colleagues, pupils and parents.
- Make marking criteria explicit and where there are misconception in children's work, verbal feedback and discussion should take place which is based on positive encouragement and support. If verbal feedback is given the reasons for this must be noted on the planning.
- All pieces of work, including homework, should contain evidence of marking and an appropriate code (See Appendix 1).
- Teacher comments should concentrate on modelling of tasking when and where needed. Children should be able to review their work once they have read through the teacher models within their books. Opportunities for children to correct errors should be given at the start of the lesson.
- Teachers are expected to complete pre and post assessment tasks in all subjects. (See Assessment Policy for subject specific codes). Teachers will use green highlighters when marking to highlight codes if the child has met the objective, if not the code is un-highlighted verbal feedback will be given and this would be noted on the planning in terms of next steps.
- Modelling must be used when teaching and when addressing misconceptions. Children should only attempt work after sufficient modelling has taken place.
- When reflecting on prior learning at the start of a lesson or during a review at the end of a topic – corrections maybe addressed.
- Teachers must annotate and edit their plans based on findings from marking and the children's progression within and across lessons. This is vital when triangulating

evidence and monitoring planning will be reviewed to ascertain children's understanding and progress.

Presentation of books/work

High expectations should be evident for all children in all subjects at all times

- All exercise books will be labelled with a printed label using cursive script.
- Children must not doodle/write on the covers of their exercise books.
- All children are to be encouraged to present their work neatly using their best handwriting. If mistakes are made a simple line through it is acceptable. Work should never be scribbled on.
- In Mathematics all of the children should be using pencil and if drawing any diagrams in other subjects pencils should also be used and a ruler where necessary.
- All dates and learning objectives should also be underlined using a ruler in pencil
- Before allowing a child to use a pen, teachers must check that the child has a consistently, fluent, cursive style. They will then be asked to present themselves to Miss Rush/ Mrs Dunbar who may issue them with a Pen License.
- When starting a new piece of work, all work must be dated, dates will be in numerical form or roman numerals for mathematics and for all other subjects it should be written in English and by the end of KS2 the teacher should be modelling the date in Spanish underneath the English date.
- Lesson objectives must be noted for all pieces of work rather than titles as this helps when evaluating the lessons and the children's understanding of objectives.

Setting out work in the Foundation Stage

- The teacher writes the heading on the top line.
- The teacher dates the work and annotates according to the area of learning.

Setting out work in Key Stage1 & 2

- Children should write the numerical date in the top, right hand corner. Where children are able the full date should be written in all books other than maths
 - On the next line, in the centre children should write the title.
 - Children should then leave a line before starting their work.
- (For those children in KS1 who are not ready for this then the teacher should type up and stick in to the child's book the date and objective)

Expectations

- At the start of a lesson, teachers will make clear to pupils the purpose of their work and how it will be marked.
- Work will always be marked for accuracy and understanding discussed with the child.
- All staff will mark work in **green ink** so that it is distinct from the children's own writing.
- Supply teachers, staff covering PPA time and Teaching Assistants (if appropriate during group work) will sign work that they mark in the top left-hand corner of the page. TA's may mark work with ticks and crosses only for intervention purposes they should not mark class work books.
- If books have not been marked by a supply teacher then the class teacher must inform SLT. Supply teachers must be made aware that all books must be marked following the marking policy.
- A maximum of 5 spelling mistakes can be identified in the children's work, these words should only be high frequency words or words the children know.

Phonetically plausible spellings should be allowed in line with RWI phonics teaching. Spelling mistakes should be identified in teacher's plans and teachers should plan to address these in their teaching.

- Where pupils are making the same error over a period of time interventions will be put into place.

Marking across the curriculum

- High standards and expectations are required across all subject areas. Standards of marking and codes are not exclusive to the marking of English work and this should be reflected across all books. (except Art.)
- Maths work will be marked with ticks, clear dots for incorrect answers, star awards, stamps and stickers.
- Verbal feedback will be given to address mistakes or misconceptions. This will be noted in the plans to ensure next steps are clear and progress is evident for all children. Time should be given for children to address these misconceptions i.e. during Basic Skills for Maths and English/ beginning of next lesson for other subjects
- In Art sketchbooks, teachers will use marking stickers (2 per topic). These stickers will show teachers comments about the Art. Children will use stickers to comment on their Art pieces. (2 per topic.)
- Children need to have clear and specific expectations in order to progress. It is misleading and confusing for them if the high expectations (in terms of writing and presentation) are only expected for English work. Children need to recognise that all curriculum subjects are important and high standards are expected for all. For example, dates and learning objectives to be underlined in all books from KS1 upwards and good presentation should be expected in all exercise books. Similarly, care should be taken to ensure that writing makes sense and comments relating to this should be reflected in all exercise books.

Verbal feedback- V.F.

It is important for all children to have verbal feedback from a teacher where misconceptions or incorrect answers are evident. This dialogue should focus upon successes as well as areas for development and targets for future learning. Teacher modelling is also vital at this point. **V.F.** also indicates that a teacher has discussed the outcome of a piece of work with a child. A teacher having a conversation with a child about how to improve the quality of their work is an example of verbal feedback. It is not necessary to scribe everything discussed, but teacher plans should be annotated to ensure that misconceptions are addressed in future teaching. Planning is a working a document and changes to meet the needs of all children. The impact of verbal praise and comments can be great and should not be underestimated.

Monitoring of Marking

This will be carried out throughout the year, with books collected in by HT, SLT, and Subject Leaders when directed. This will ensure consistency across the school, and maintain high expectations across the curriculum.

Review

This policy will be reviewed September 2024 or when the need arises.

Appendix 1

General Codes

R	Needs to Revisit
C	Needs Consolidation before moving on
M	Move On
S	Supported



RE Skills and Marking Codes

	(i) beliefs, teachings and sources		ii) celebration and ritual		iii) social and moral practices and way of life		i) engagement with own and others' beliefs and values		ii) engagement with questions of meaning and purpose	
	CHURCH THEME		SACRAMENTAL THEME		CHRISTIAN LIVING THEME					
1	You can recognise some religious stories.	REC RS	You can recognise some religious signs and symbols and use some religious words and phrases.	REC SS	You can recognise that people because of their religion act in a particular way.	REC P	You can talk about your own experiences and feelings.	TA	You can say what you wonder about.	SAY
Your next step is ↓										
2	You can retell some special stories about religious events and people.	RT SS	You can use religious words and phrases to describe some religious actions and symbols.	DES RA	You can describe some ways in which religion is lived out by believers.	DES LIV	You can ask and respond to questions about your own and others' experiences and feelings.	ASK	You can ask questions about what you and others wonder about and realise that some of these questions are difficult to answer.	ASK

Your next step is ↓

3	You can make links between religious stories and beliefs.	ML RS	You can use a developing religious vocabulary to give reasons for religious actions and symbols.	GR A+S	You can give reasons for certain actions by believers.	GR B	You can make links to show how feelings and beliefs affect your behaviour and that of others.	ML B	You can compare your own and other people's ideas about questions that are difficult to answer.	COM
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Your next step is ↓

4	You can describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them.	DES RB	You can use religious terms to show an understanding of different liturgies.	SU LIT	You can show understanding of how religious belief shapes life.	SU RB	You can show an understanding of how your own and others' decisions are informed by beliefs and values.	SU DEC	You can engage with and respond to questions of life in the light of religious teaching.	RES
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Your next step is ↓

5	You can identify sources of religious belief and explain how distinctive religious beliefs arise.	EXP RB	You can describe and explain the meaning and purpose of a variety of forms of worship.	DES W	You can identify similarities and differences between peoples' responses to social and moral issues because of their beliefs.	ID	You can explain what beliefs and values inspire and influence you and others.	EXP	You can demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life.	EXP HL
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