

Marking and Presentation Policy

Mission Statement

Jesus light our way on our faith journey.
Be our guide, our joy and our hope, as we learn, live, love and pray together

Philosophy

St. Joseph's Catholic Primary school believes that quality marking is an essential part of raising standards of achievement. Effective marking is an important way to assess the children's progress and it can show:

- What the child has learned
- What the child needs to learn
- The effort that the child has made
- The progress that has taken place

Marking should:

- Be positive and constructive
- Reflect the values and ethos of the school
- Encourage and motivate
- Inform the child on how to improve their work

Set out below is the standardised practice to establish continuity and progression.

In preparing to mark effectively, at the start of a lesson Staff will:

- Ensure the LO for each lesson is displayed.
- Ensure that the LO relates to the teacher assessment of class level of attainment.
- Mark work with a green pen.
- Use pink pen for errors.
- Mark in legible cursive script.

Wherever possible, marking should be done alongside the child. This is especially important in KS1.

Marking will be conducted in two ways

1 – “Next Steps”

When completed marked work should

- Give the children two examples of what they have done well relating to the LO.
- Show the child a way to improve their work or take the 'next step'/Gap task
- Give visual praise through the use of house points or stickers.

✓



If the child has spelling mistakes to correct, please do not choose more than three.
If a child has had verbal feedback from a teacher, this should be indicated by marking VF in the child's book

This marking must be carried out on all pieces of work pupils complete, unless detail marked.

2 – Gap Tasks

When completed, marked work should:

- Show the children where they have been successful against the LO.
- Provide an improvement suggestion or closing the gap comment that requires a response by the child and will be acknowledged by the teacher once it has been completed. (See examples of appropriate comments/tasks)
- Provide an opportunity for the children to practice the improvement suggestions at the end of a piece of work.

Frequency

All work must be marked before the child has their book back to begin their next piece of work.

Monitoring

2 or 3 pieces should be focus marked in English and Maths.

Differentiation

Through the use of quality marking and feedback, staff will facilitate pupil progress by structuring succinct steps for progression, clearing misconceptions and enabling the pupils to further their own thinking through posing open questions, this will be directed at the appropriate level each pupil is working at.

Coding

- Marking will be linked to assessment codes.
- A **T** will show SEND target has been taught
- S = Supported Work
- I = Following Support Given

The above forms of marking are to be used for English, Maths, RE and Science Theme.
When children complete a piece of Extended Writing every child's work must be detail marked and given a Gap Task. Exciting

Date: September 2016

Review: September 2016

Marking English

Green to Go

Think Pink

Polish Purple

Marking is generally to be completed in green
Pink will be used to highlight mistakes and to give a way forward
Marking must be readable (i.e. pen colour / handwriting).

Long date in left hand corner and underlined in pencil.
Title and L.O. written in book and underlined in pencil.

Generic signs



Spelling mistakes underlined (HF, x3 at bottom of work)



Missing punctuation and mistakes to be circled



Incorrect choice of word – please replace with new word.



Missing word



Paragraphs

Comments are linked to the learning objective / learning outcome
(Make sure that learning objectives are skills based)

✓ - this went well

→ - way forward

i.e. L.O. To use adjectives and adverbs to create a setting description

✓ - Well-chosen adjectives to describe the forest, including 2A.

✓ - Adverbs are used to open sentences. Well done for remembering the comma.

→ - Find new words for the adjectives that I have circled. You may use a thesaurus.

Do not write all over the child's work – get them to edit their work.

Pupils will use purple pens when editing whole sections of work. This will be independent and will show pupil's understanding of the editing process.