

ST. JOHN'S CATHEDRAL CATHOLIC PRIMARY SCHOOL

POLICY FOR MARKING

Purpose

1. To help the child see progress in their achievements and to be aware of any areas which might need improving.
2. So that the child will take pride in their work and know that their efforts are valued.
3. To help to set future targets for the child.
4. To then work towards the child helping to set their own targets.
5. To provide opportunities for the child to make their own self-assessment of their tasks.
6. To help teacher planning.
7. To help assessment opportunities, recording and reporting.
8. To provide a visible guide for parents as to their child's achievements, progress and possible future planning of activities.

The above will be achieved through:

- Marking children's work with respect to the learning objective for the lesson.
- Marking children's work in a positive manner regarding their application to the task.
- Whenever possible discussing the annotation of the child's work with them at the time of completion and/or at regular intervals during their activities.
- Ensuring the child understands the comment or symbol used in marking their work and that there is consistency in meaning of the symbols or comments used by the child's class teacher and classroom support staff (see appendix 1).
- As an integral part of the assessment process the child will sometimes be given the opportunity to and be encouraged to annotate their own work. This could be written by the child or by an adult.

Guidelines for marking children's work in the following curriculum areas

Mathematics – common to all year groups

- Y2-6 - Learning objective written onto work.
- Number Formation – encourage correct formation and numbers are to be re-written when appropriate.
- Incorrect maths –previous adult corrected answers are not to be rubbed out by the child and rewritten.
- Encourage checking own work – check child's accuracy at regular intervals.

- Presentation – encourage clear and well set out pieces of work.
- Comment made at end of work linked to learning objective.
- Date work on completion.

English

- Letter Formation – **Year R/1**: if a child is forming an already practised letter incorrectly bring the child's attention to this. If joining letters has been practised, expect correct formation, bring incorrect joins to child's attention. **Year 2-6**: verbally reinforce correct joining and letter formation. Expect a certain standard and if this is not being met, the child must re-write the piece of work.
- Spelling – **KS1**: Independent spelling errors are discussed with child and written correctly above their try.
KS2: children should use dictionaries to check their spellings and are encouraged to record in spelling logs.
- Punctuation – **KS1/2**: encourage correct punctuation as appropriate to the year group, learning objective and child's stage of development and understanding.
- Checking Work – **KS1/2**: To develop the children's independent learning. They should be encouraged to check their own and others' work, depending on the objectives of the activity.
- 1 positive comment linked to learning objective with one area for future development.

Science

KS1/2

- N/YR - The child's observations should be listened to and where possible quoted on the piece of work. This may be used for assessment purposes.
- Comment written linked to the demonstration of the skill or concept that has been identified in the learning objective.
- Spelling of scientific vocabulary corrected.

Other Subjects - Marking linked to learning objective and spellings of subject related vocabulary corrected.

- For a trial period in Year 4 assessment for learning.
- It must be identified on the work whether it was a group or individual activity.

Appendix 1

Marking Policy for Pupils

We use the following marks:

| Mark | Means |
|----------------|---|
| Underline + sp | Try this spelling again |
| C for Yr 5 & 6 | Find the missing or misplaced capital letters (depending on ability) |
| O | Put in the missing full stops and other punctuation (and capital letter Yr 3 & 4) |
| // | Mark in where the paragraphs should be |
| ✓\ | Add in this point word/phrase that you forgot to include |
| ✓ | Well-written section – apt and clear |
| ✓✓ | Striking or imaginative writing |

It matters where the mark is:

- Next to a line – means you can find it in the line.

It matters what colour is used:

- Marking should be completed in red ink.

Other subjects