St. John the Baptist

RC Primary School

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Marking Policy

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| St John the Baptist Roman Catholic Primary School  Milton Lane  Dartmouth TQ6 9HW  Tel: 01803 832495 | | |
| Approved | Autumn 19 | L Hamilton |
| Renew | Autumn 21 |  |

**MARKING LESS TO ACHIEVE MORE**

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***The main purpose of marking any piece of work is to give feedback, assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.***

***The audience for the marking is the children.***

***Principles of good marking***

***At St Johns we aim to…***

* ***To provide meaningful feedback***
* ***To help the child identify clear next steps***
* ***To provide motivation for learning***
* ***To create a dialogue with the learner***
* ***To improve children’s learning***
* ***To ensure the marking is manageable for the teacher and child and is at the at child’s level of comprehension***
* ***To inform future planning***
* ***To show a journey of learning***

**Ideas to be considered discussed and agreed**

**Next step marking – give children clear concise next steps.**

**Acknowledgement marking not necessary.**

**Marking codes** –

E.g. – 5 symbol marking code or

E.g. Tickled pink and green for growth

T for target (simple child friendly codes to be agreed)

**Verbal feedback**  - VF in books

**Live marking-** Switching your mind set from marking after the lesson to within the lesson e.g. if with a guided group.

**Prioritise**- You don’t need to ‘deep’ mark every piece of work. Over the term, prioritise one or two pieces of work which need more time than the others. For those pieces, use your marking codes, live marking, verbal feedback and spend a bit of time after the lesson completing the marking.

**Yellow box marking** – draw a yellow box around part of a piece of work and mark this part deeply.

**Response to Feedback**

Pupils will have the opportunity to respond to feedback in order to improve their work or further learning.

They will use a purple pen to add any comments, make any adjustments or practise skills. Spelling corrections will be written out three times.

**Peer and/or Self Assessment**

Encourage the children in specifically planned activities to peer or self assess. These skills which further a child’s independence, give them ownership of their learning. Children will discuss www (what’s worked well) and ebi (even better if).

**UI United Improvement –** in groups of 3 children share their learning and work cooperatively to up level it.

**Self marking** - Where possible, provide opportunities for children to self-mark (upper KS2)

**Mastery Marking**

Don’t mark work not up to standard until child has reached their full potential

**Traffic lights**

Ask children to leave red yellow and green dots on their work to indicate areas they have struggled with.

Not yet /secure linked to Target and assessment.

**Find and Fix** – tell children no of errors for them to find and s/c within the lesson either individually or in groups.

**Margin marking** – indicate mistakes by a number in the margin for children to s/c a paragraph.

**Self assessment**

Children highlight own work to show evidence linked to the Learning Question.

**Marking rationale**

Marking is a continuum between a teacher and the pupil; a dialogue, written or spoken that the pupil can use to move on in their learning and improve.

Marking should enable pupils to act on feedback received. A feedback loop is critical to success.

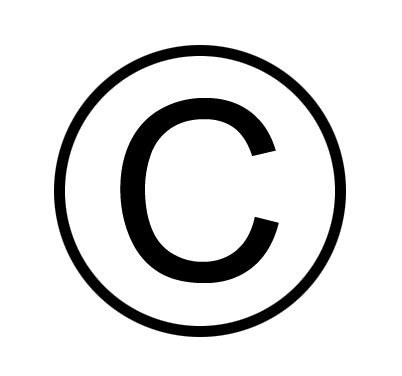
A marking policy should be effective, sustainable and time efficient.

Who are we marking for? Ultimately the children!

It is therefore important to create a child friendly marking scheme. Assessment and feedback can make the greatest difference to a child’s progress. If we share key marking points and give clear feedback we can guide children to achieve a higher standard. Our marking needs to be focussed and efficient in order to help our children to progress.

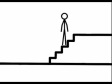
**St John The Baptist’s Marking Code**

Sp Spelling mistake

VF Verbal feedback given in a session

Conference / post teach

 Target – used in Class 1 and 2



Next step targets – used in Class 3

Image result for T in a circlemet Target met

I worked independently

GG guided group work

 Repeat (mastery marking)

 Positive acknowledgement

 Highlighting errors or for up levelling

UI United Improvement

LP Learning Pit

Agreed Approach

* All staff have agreed a marking code. The code will be shared with the children, displayed in class and stuck into the front of our books in the Spring term.
* We have agreed to prioritise our marking i.e. not every piece of work will be ‘deep’ marked. For those pieces we will use marking codes, live marking and verbal feedback.
* Image result for smiley faceWe have agreed that acknowledgement marking is not relevant to moving children’s learning forward. We will give positive acknowledgement using
* Pupils will have the opportunity to respond to feedback in order to improve or amend their work for further learning. Marking should be a dialogue.
* Spelling corrections will be written out three times.
* Life marking- we discussed switching our mind set from after the lesson to within the lesson to make the marking immediate – e.g. if working with a guided group.
* We are aiming to be clear and concise in our marking giving the children next steps.
* The marking code will be shared with all staff