



St Joseph's Catholic Voluntary Academy



St Thomas Aquinas
Catholic Multi-Academy Trust

Part of the St Thomas Aquinas Catholic Multi Academy Trust

Marking Policy

"At St Joseph's, with God's guidance, we Love, Learn, Respect and Forgive".

Date policy reviewed: January 2023

Signed Chair of Governors 

Date of next Review: January 2024

Marking/Assessment Policy

Teachers are to mark work in books following the schools marking policy.

- In Key Stage groups, teachers have agreed useful symbols to be understood by the pupils they are working with. These symbols should be shared with the children and displayed in the classroom (see final pages for grids).
- All work will be dated.
- In K S 1 & 2, All work will begin with a 'To' Objective (LO) this can be written or printed.
- In K S 1 if the LO is achieved a smiley face will be recorded.
- In K S 2 If the LO is achieved through the piece of work it will be ticked.
- If the LO is not achieved the teacher has 3 options
 1. Verbal feedback (recorded on work as VF)
 2. Write a comment in the child's book.
 3. Encourage pupils to be actively involved in their learning by recording a thought bubble to extend, consolidate or explain the learning.

Maths Books

- If appropriate, pupils mark their own book at the end of each teaching session (teacher to check for accuracy).
- Mis-understandings are picked up during the teaching session and intervention to try and close the gap, as soon as possible.

RE Assessment Books and extended pieces of writing

- RE Assessment books reflects the culmination of learning over a period of time and therefore the marking needs to be more detailed.
- Teachers will mark against the age related expectations and the LO (SEN and 'New to Country' pupils may have a different criteria.)
- Teachers will use green highlighter to promote positive aspects and pink highlighter/pen to draw attention to errors or areas for development within a piece of work.
- Teachers will put positive comments and guidance to pupils to move their learning forward
- Teachers will pose an open question specifically related to the LO to think about next steps if appropriate
- In K S 2, if you wish the children to complete some corrections or a next step task draw a pink thought bubble.
- In K S 1 a next step symbol will be used.
- Ensure that in the RE Assessment Book, Diocesan assessed pieces are levelled according to Diocesan requirements.

RE Books

- All marking will be marked against the LO.
- Marking comments will include the driver words.
- At least 50% of work will include a next step comment.
- In KS 2 some next step comments must include a moving on question that requires a pupil response.

All Other Books

- Light marking to acknowledge completion and effort.

Notes:

- Teachers' handwriting needs to be legible as a model for the child and in a contrasting colour to the child's work. Purple pens are for pupils' use only.
- Teachers should model the agreed cursive handwriting style whenever they are writing for the class and in Pupils' books.

• Common age appropriate significant spellings should be underlined in pen and then written at the end of the work following the handwriting scheme (in pen) for pupils to write out 3 times when they review their work. In KS 1 these spellings will be underlined and in KS 2 they will be identified with sp next to the spelling. **No more than 3 spelling corrections will be given in one piece of work.**

- Where errors/ mistakes are identified and corrections are made by pupils, teachers must check these corrections for accuracy to avoid errors being repeated and embedding.
- On occasions, it is beneficial for children to self-assess or peer assess. When they have peer/self-assessed this needs to be stated underneath the piece of work.
- The teacher needs to indicate whether the work was done with support using the following key:

T: Teacher TA: Teaching Assistant I: Independent

In foundation stage children will be given verbal feedback about every piece of recorded work they complete. Occasionally an example of this may be written on the children's work.

Most pieces of recorded work that is to go in the children's Learning Journey will have a comment about what they have done well and a next step to show them how they can improve.

Example:








Well done you have written a sentence all by yourself.



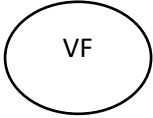
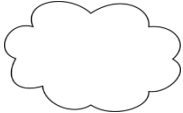


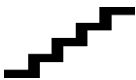
Remember to include finger spaces so your writing can be read easily.

Letters or numbers that are formed incorrectly will be circled where and when appropriate. This error will be discussed verbally with the child.

Key Stage 1.

	Write in where full stop is missing and circle it.
Ddan	Cross out an incorrect capital letter and write the capital at the start of the word.
<u>wos</u>	Underline incorrect spelling that children should know or can correct themselves.
because <u>becouse</u>	Underline word and write the correct word the child cannot correct independently
	L. O. met
	L.O. not met
	Next Step
	Verbal feedback given

Key Stage 2

	<p>This is what adults will write in your book when they've spoken to you about your learning.</p> <p>This is the most important feedback you can receive- it's special because you have an adult talking to you about your learning</p>
	<p>This is a think bubble.</p> <p>Your teacher will add a thought bubble to some pieces of your learning.</p> <p>If you see this bubble you may need to answer a trickier question, explain something or correct an answer.</p>
 	<p style="text-align: center;">If you see this, it means you got something correct.</p> <p style="text-align: center;">This means your answer is incorrect. Look again and see if you can see where you went wrong.</p>
<p>Coloured Pens</p>	<p>You may be asked to mark your own or a partner's learning.</p> <p>This is to help you understand where you need to improve.</p> <p>It helps you to get immediate feedback so you can see how you did straight away.</p> <p>Your teacher will ask you to do this in a coloured pen.</p>
<p style="background-color: green; color: black; padding: 2px;">WOW!</p> <p style="background-color: pink; color: black; padding: 2px; margin-top: 10px;">Next time try...</p>	<p>You will know what your writing needs to include because your teacher will provide you with a list.</p> <p>Your teacher will feedback to you based on this.</p> <p>Any AMAZING sections of writing will be highlighted in in a green highlighter and something you need to improve on for next time will be in pink.</p>
<p>SP</p> <p>P/</p> <p>O</p>	<p>This means you have an incorrect spelling</p> <p>This is a place you need to add a paragraph</p> <p>This is a missing piece of punctuation.</p>
	<p>Your next step is...</p>
<p style="font-size: 2em;">^</p>	<p>You have missed out a word/ several words.</p>

Addendum – COVID 19

Teachers will where appropriate mark books in full using the full marking and feedback policy.

	<ul style="list-style-type: none">• Pupils and teachers can take books and other shared resources home but only if this contribute to pupil education and development. Good handwashing hygiene rules must be adhered to.				
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In addition – To safeguard teachers against the spread of the coronavirus. Teachers will use the ‘whole feedback sheet’

- The purpose of the sheet is to identify: Misconceptions for future lessons
- Strengths and Weaknesses in Presentation
- Work to praise and share
- Children who are identified as needing further support
- Basic errors which need addressing.

Sheets will be collated on a weekly bases: One per week for English (Yellow)

One each week for Maths (Blue)

One Each week for Foundation Subjects (Purple)

RE will continue to be marked in Full

Whole Class Marking and Feedback

Week Beginning	/ /
Work To Raise and Share	Need for further support
Presentation	Basic Skills and Errors
Misconceptions and Next Lesson Notes	