



**St John of Jerusalem**  
Church of England Primary School

# Marking Policy

## **Our School Vision Statement**

At St John of Jerusalem C. of E. Primary School our Christian faith underpins the life of the school and through God's enduring love we create a nurturing and caring environment where our pupils develop in body mind and spirit. Through love, patience and kindness our children are encouraged to learn and grow together to realise their full potential.

**"I can do all things through Him who strengthens me."**

**Philippians 4:13**

**Introduction**

At St John of Jerusalem, we believe that marking and feedback should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective and helping them to close the gap between current and desired performance. How children's work is received and marked, and the nature of the feedback given to them will have a bearing on learning attitudes and future achievements.

In developing this policy, we have made particular reference to recent research, reviews and recommended practice arising from these reviews. Our whole school policy relates to the ethos of our school and the aims and the objectives we seek to achieve in all curriculum areas.

Key principles underpin our policy. We believe that if children are to develop as independent learners, with an awareness of their own strengths as well as areas for development, it is essential:

- The teacher/pupil to share the learning intention of the task/lessons and assessment/success criteria against which their work will be marked/assessed (this should be made explicit) 'This is what you are going to do, and this is how I will be marking it.'
- The learning needs of individual children are understood, and work is marked appropriately, promptly and regularly.
- Marking is based on a coherent system.
- Their work is marked in such a way that achievement is acknowledged, and teaching points are highlighted, and areas for development/improvement indicated.
- The outcomes should be fed back to the children as soon as possible: this could be to individual children, groups of children or to the whole class.
- It involves the pupil in reflection and review.

*Where possible marking should take place with the children, for example, when staff are working with a focus group, it offers guidance as to the extent which learning intentions have been met and suggests the next steps children might take in their learning.*

## **PURPOSES OF MARKING**

- To support curriculum planning

- To recognise, encourage and reward children's effort and achievement and celebrate success
- To provide a dialogue between teacher and children and clear, appropriate feedback about strengths and weaknesses in their work

The triangle is used in the teacher and pupil assessment

/ Followed some of the Steps to Success but did not achieve the objective

Λ followed the Steps to Success and partly achieved the objective

 Achieved the objective following the steps to success

- To improve children's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning  
Next Step for Depth (NSSD) questions should be set at least twice a week in literacy and Maths and once a week for all other curriculum areas (Science, Topic, RE, Computing).  
The pupil **must respond** to the NSSD question in green pen
- To indicate how a piece of work could be corrected or improved against assessment criteria  
Teacher input must be in blue pen. A tick (V) for every question answered correctly.  
Correct at least one of the incorrect answers, showing a correct example. The pupil must then be given an example to do in green pen.
- To help pupils develop an awareness of standards, they need to reach in order to achieve particular levels of the National Curriculum
- To identify pupils who need additional support/ more challenging work and to identify the nature of the support/ challenges needed  
All activities must be differentiated at least 3 ways. There must also be a challenge for those pupils who can go deeper. Testbase questions or logical word problems are useful
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved  
How will we achieve this?
- To involve parents more in reviewing their child's progress and to help in reporting to parents.  
How will we achieve this?

***Marking should be positive, clear and appropriate in its purpose- it needs to offer positive benefits to staff and children, and the outcomes need to be fed back into planning.***

## **Strategies**

***As a general principle, no work should be returned to a pupil without being acknowledged in some way.***

### **Summative Marking**

This consists of ticks and crosses and is associated with closed tasks or exercises. Wherever possible, children should self-mark or work marked should be as a class or groups.

### **Formative Feedback/Marking**

***Oral feedback is the most powerful and has maximum impact when pointing out success and improvement against learning intentions.***

With oral feedback, during a lesson, teachers' comments to children should focus firstly on issues about learning intention and secondly, only briefly on their features. It should:

- ◆ Praise success
- ◆ Identify ways forward
- ◆ Encourage self-analysis
- ◆ Focus on targets
- ◆ Be precise
- ◆ **Be as immediate as possible**

### **Quality Marking – Written Feedback**

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged (in the blue pen a tick or each correct answer and an example if the pupil had several wrong answers) or given detailed attention (moving on comments and an NSSD question/ a question to reinforce the learning.) Occasional pieces of work are marked more thoroughly. Research recommendations suggest:

The feedback should be focused on learning intention. Focused comments should be aimed at closing the gap.

Between one and three good examples should be highlighted where success criteria have been met, and one 'closing the gap' comment should be marked where improvement can take place.

The comments should be in three stages:

- ◆ The reminder prompt
- ◆ Scaffold prompt
- ◆ An example prompt (see appendix 1)

Pupils have allocated time each week ("Green Peen" time) to read comments and make improvements (10 minutes) before moving on to the next activity in the same subject.

We expect children, who can write fluently, to write the learning intention under the title or incorporate the Learning Intention into the title wording.

**Ensure that:**

- ◆ Children can read your comments
- ◆ Children understand your comments
- ◆ Children are allowed time to read your comments.

Remember to be sensitive, taking into account issues around raising self-esteem.

Self-esteem is the most significant factor in being a successful learner the ***Assessment Reform Group (2002 a) states:***

***Assessment that encourages learning fosters motivation by emphasising progress rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in the areas where they have been made to feel they are 'no good'.***

- Avoid comparisons with other children.
- Use careful language about difficulty: emphasise that difficulty means new learning is taking place.
- Try not to use external rewards too much- they tend to lead to complacency, demoralisation, and comparisons with others and confirms pupil's beliefs about their abilities.
- Develop an ethos of being able to readily identify achievement and proud moments.
- Higher expectations can only be fulfilled with parallel measure to develop self-esteem.

Children should be encouraged;

- ◆ To check their own work (self-assessment)
- ◆ Correct a friend's work by using drafting or paired partners (peer assessment).

## English

***We need to show pupils that their writing is valued and has a genuine purpose and audience. By making a pupil aware of the needs and responses of the reader, we can show him/her areas which can be developed.***

Marking is undertaken in accordance with the learning intention and success criteria. Where appropriate, during guided writing or reading, we mark with the pupil present, discussing ways to improve. At early stages, much work is oral and therefore, so too are the teacher's comments. With young children, feedback needs to be as immediate as possible. The teacher will focus their detailed marking upon at least one piece of writing and will relate to defined learning intentions, success criteria and scaffold prompt. We believe that correcting pupils' mistakes has its place in marking but only when it contributes to an improvement in their work. Mistakes or errors need to be pointed out if pupils are to improve their writing, which errors will depend on many factors, e.g. targets set, high-frequency words, and so on.

Drafting and redrafting of writing are progressive, happens more frequently as pupils mature, enabling Key Stage 2 pupils to get more involved in the learning.

## Mathematics

***The purpose of marking in mathematics is primarily diagnostic. It will inform the day to day planning for the teacher. It will communicate to the pupils whether or not they are successful and will act as a motivator.***

Work is marked with pupils present where possible during a focused activity. A variety of strategies are used according to the type of work undertaken, written comments, correct work being ticked and incorrect work being identified with a triangle: and then corrected by the child if time is available.

Where a wrong answer shows a **lack of understanding or absence of necessary skills**, the question will be marked with a blue bullet point, and the problem addresses by the teacher.

Where a wrong answer shows a mistake or lack of concentration, the question will also be marked with a dot. This means that the child may try the question again. Once correct, the teacher will mark it with a C to show this is now correct. Further questions may be added to check to understand/ consolidate learning.

We consider it important for pupils to show their workings in mathematics, as credit can be given to partly correct answers and insight, on the part of the teacher, can be gained as to the pupils' thought process. For this reason, we encourage pupils to show workings and carry out corrections.

Comments will reflect the stage of mathematical thinking that the child is at and will encourage further development.

## Science

Science is marked with due regard to the learning intention and success criteria. We mark initially for process and factual, scientific understanding, target key scientific vocabulary for spelling.

Pupils should be able to use the comment and advice to further develop their skills. They should be helped to understand the purpose of any comments made.

Pupils are expected to present their work clearly and sequentially.

**Non-core subjects** are marked with regard to the learning intention and success criteria highlighted in the lessons and subsequent follow up work and not necessarily based upon language and spelling.

Pupils should be able to use the comment and advice to further develop their skills. They should be helped to understand the purpose of any comments made.

### **Monitoring and Evaluation**

The policy will be monitored by the leadership group through:

- ◆ Regular discussion with teachers and children
- ◆ Lesson observations
- ◆ Scrutiny of children's work

## **Expectations**

- Marking is directly linked to the **steps for success** in the first instance
- Most **marking is positive**, highlighting things children can/did do so the children know to repeat these things again
- Marking keys focus on positive aspects of work and help to identify areas that need improvement
- Children should regularly have a chance to respond to the teacher's comments
- Written targets are set by the teachers when the teacher is fairly certain the child can achieve them
- When a child has achieved a target set this must be acknowledged
- Peer assessment/marketing of work is vital
- The ultimate goal is self-assessment that is genuine and productive

## **Appendix 1**

It is essential to share with the pupils:

What you are going to do and how: the activity

Why.....the learning intentions

To explore narrative order and identify and map out the main stages of a story.

'Translate into child speak' --- "we are learning to order your own and others' stories."

The success criteria.....how will I know?

"What I am looking for....."

In the lesson, review ask the children how far they have met the success criteria.

### **Written comments which help to 'close the gap.'**

General comments besides the relating to the learning intention/s

- Highlight 3 successes to show where the child has been successful in relation to the learning intention
- Put an arrow in the margin meaning you could have improved it here and use one of these closing the gap prompts
- A **reminder prompt**, e.g. how do you think the dog felt here?
- A **scaffold prompt**, e.g. "Describe the expression on the dog's face, or he was surprised because of he....."
- An **example prompt**, e.g. "Choose one of these
- 'He couldn't believe his eyes'
- 'He ran around the tree stump.'

A 'closing the gap' prompt should be related to successes.

## Appendix 2

### Marking Key

<b>Symbol</b>	<b>Meaning</b>
✓	This is correct
●	Correct this, please
VV	Well Done!
<b>Sp and underline the word</b>	Check the spelling
*	Good Choice of word
.	Gaps in understanding/skills and will be addressed by the teacher (maths only)
*?	Can you think of a more exciting/appropriate word?
PV	Good use of punctuation
P?	Can you improve the use of punctuation?
SCV	You have met the Success Criteria here
→	New paragraph
^	Omission
<b>Green pen/pencil</b>	Child's response comments
<b>Blue Pen</b>	Teacher's comments

**Note:** This policy will be reviewed annually

