



ST. THOMAS OF CANTERBURY C OF E JUNIOR SCHOOL
“Realising the potential of every child within a caring, Christian community”

Marking Policy

Introduction

At St. Thomas of Canterbury Church of England Junior School we are committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or identifying next steps, and evaluating how well the learning task has been understood.

Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. Research shows that marking is the most important factor in children's learning, so this policy is crucial for our school. 'Assessment for Learning' (AfL) is central to pupils recognising and achieving their full potential.

“Assessment for Learning is concerned with both the learner and the classteacher being aware of where learners are in their learning, where they need to go and how to get there.”

We also believe marking allows pupils to develop independence, through analysis of their own work identifying strengths and next steps.

Aims and Objectives

Through this policy we aim to:

-
- Ensure all work is marked



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- Ensure by marking pupil's work they feel it is valued
- Develop pupil's self-esteem through praise and valuing their achievements
- Assess the quality of the pupil's work against national standards
- Ensure marking sets future targets/next steps so children understand what they need to work on in future sessions
- Develop independence by teaching children how to peer and self-assess/mark
- Provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations
- Use the marking system as a tool for formative on-going assessment
- Improve standards by encouraging pupil's to give of their best and improve on their last piece of work
- Create a dialogue which will aid progression

Principles of Good Marking

Good marking or annotation of pupil's work should:

- Be positive, motivating and constructive
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular and every piece acknowledged
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective of the lesson set but also relate to basic skills in English linked to handwriting
and spelling
- Positively affect the pupils' progress



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- ☑ Contain comments from the teacher which are particularly focused and diagnostic revealing very good subject knowledge
- ☑ Relate to English targets in all written pieces particularly those linked to basic skills
- ☑ Ensure pupils can actively demonstrate understanding of targets set
- ☑ Be consistent across all subjects

ALL classteachers will adhere to the above principles and:

- Provide regular written and oral feedback
- Provide time in lessons to review work from previous lessons
- Adjust planning in the light of marking
- Make learning objectives explicit
- Involve pupils in the process of marking from an early stage
- Ensure pupils are clear about the teachers expectations
- Use pupils work as exemplars

Organisation and Implementation

At St Thomas of Canterbury Church of England Junior School we mark all work according to the marking code set out in the appendix to this policy. It is the responsibility of the classteacher to ensure all work is marked; however if another adult, such as a supply teacher is teaching the class they will mark work if the classteacher asks them using the marking code.

English and Maths work will be formally marked at least once a week, identifying strengths within the work produced and setting a clear target to improve future work. In English and Maths we use a star/s (*) followed by a written comment to highlight and record something which has been completed well and demonstrates evidence that the pupil has achieved the learning objective. We use the code **NS** (Next Step) followed by a written comment to highlight what needs to be done to improve and move the learning forward. The classteacher will also tick against the learning objective to demonstrate how the pupil has performed against the learning outcome. This is a **minimum expectation** and classteachers may decide that next step marking needs to be used more frequently for certain individuals and/or groups of children. This decision will be based on a classteachers professional judgement of need and impact on learning.



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Science and Religious Education (RE) will be marked in as much detail as possible using the same principles of a star and next steps on at least two separate occasions for **each** subject over a half term period. Any spelling or grammatical mistakes will be corrected as the marking code identifies and if the classteacher deems it appropriate. As a school we highlight the importance of correctly spelling scientific vocabulary. Again, this is a **minimum expectation** and classteachers may decide that next step marking needs to be used more frequently for certain individuals and/or groups of children.

All other work, relating to foundation subjects, needs to be marked (when appropriate) by classteachers, not necessarily identifying strengths and setting a future target on every occasion; however there is a **minimum expectation** that next step marking is used for these subjects, e.g. History/Geography, at least once every half term.

Some work set will be marked using APP guidelines as this work may provide the basis for formative and summative assessment.

Four Step Marking Process

Marking at St. Thomas of Canterbury Junior School needs to include opportunities for children to respond to next steps given by the teacher. This is important in that children need to be given the chance to correct any misconceptions, or to be pushed onto more challenging activities.

Children **must** be given the opportunity to respond to comments every time next steps have been set. Time to address the next steps needs to be built into the following lesson. A four-step process for implementing next step marking is outlined below:

- 1). Mark the work. Underneath, use a star to praise where the child has met the learning objective.
- 2). Under the star, give the next step. This must begin with the letters N.S. This needs to be a question, inviting a response from the child. For example, 'Can you correct questions 4 and 5? Could you explain why the character in the story was happy at the end?'
- 3). The next step then needs to be responded to underneath the work. This needs to be made really clear to the children that it must go underneath where the teacher has written the next step.
- 4). The teacher makes the final comment. For example: NS Met/NS partially met/NS attempted/NS not met



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Teachers may decide to get the children to write down whether they have met the next step. They must, however, always ensure that they have made the final comment (if you agree with their comment, you may just write, “I agree”). There should always be a balance of teacher and child comments (it shouldn't always be the child deciding whether they have met the next step).

Marking and editing of pupils work will be completed in BLUE, BLACK or GREEN ink only.

Self-assessment will be used by the pupils to inform the classteacher how well they believe they achieved the learning objective. This will be based upon the RAG (Red, Amber, Green) system.

RED – I have not attained many of the success criteria and would like further support

AMBER – I have attained enough of the success criteria to build on my understanding

GREEN – I have attained most, if not all the success criteria

Inclusion

All classteachers understand that it is their responsibility to make marking accessible for every child. Any marking undertaken by the classteacher will be differentiated through the target/ next step given. Also the amount of corrections the pupil may be asked to correct (grammatical and spelling) will be differentiated as appropriate to the academic ability of the child. It is the responsibility of the classteacher to award house points not necessarily for the standard of work produced but the level of progress and effort demonstrated by each individual in the completed task.

Disability Equality Scheme



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At St. Thomas of Canterbury Church of England (VA) Junior School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan. (December 2007)

It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support (where necessary), that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all 'reasonable adjustments' are made to help both children and adults with identified special needs and disabilities to participate in the marking of work.

Information and Involvement of Parents

Where pupils are set homework this will be marked by the classteacher or teaching assistant where appropriate. It is not necessary for classteachers to set a target when marking homework; however if classteachers deem it appropriate then they may. When marking homework there may be comments from parents; classteacher should comment back via the homework diaries or meeting in person with the parents/carers. Information for parents/carers about how their child's work is marked is available in the school homework diaries.

Monitoring, Evaluation and Review (including role of Governors)

All monitoring will be undertaken by subject leaders when they assess and evaluate the quality of work within their designated subjects. Monitoring will take place in line with the school raising achievement plan (RAP) and school development plan (SDP).

Subject leaders will be expected to feed back to classteachers and the senior leadership team (SLT) the quality of their findings identifying strengths, next steps and evidence of impact.

The Governing Body will be responsible for holding the school to account over the implementation of the marking policy and evidence this through regular monitoring visits, including book scrutinies to see the marking policy in action and applied consistently.

Review

This policy will be reviewed at least every 4 years, or as new guidance becomes available to schools from the Local Authority or Department for Education (DfE).



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Policy reviewed: **May 2015**

Next policy review date: **May 2019**