

St Andrew's CE VC Primary School

A church school that learns, grows and achieves together

“Train up a child in the way he should go,
and when he is old he will not depart from it”
Proverbs 22:6

Marking Policy

Signed (Chair)	Name Derek Jones	Date
Signed (Head)	Name Helen Green	Date
Ratified by Governing Body on		Next Review

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

- The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.

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MARKING POLICY

Preface: Christian Ethos

The word the Bible uses for sin means "to miss the mark" (literally to miss the archery target). On the other hand the Bible uses the word perfect or complete (c.f. Mt 5:48, literally fully grown or mature) to speak of the sinless man Jesus. While in no way equating educational marks to "sin," for educational purposes this is part of the traditional Christian rationale behind marking, evaluating where someone is in relation to the desired target. Just as Christians believe the Bible calls us to spiritual and moral progress so too we ought to encourage and foster educational progress. When it comes to marking those results, the Bible also says God is a "fair judge" (Ps 7:1a) being all knowing, wise, present, good and just. As such we at St. Andrew's meet children where they are but do not desire to leave them there and believe that marking can be a means in education to develop a child. Likewise, such marking must be fair. These principles are found throughout this marking policy.

Rationale

We believe marking provides constructive feedback to every child, focusing on success and improvement needs against learning objectives. It enables children to become reflective learners and helps them close the gap between current and desired performance.

Aim

1. to provide children with positive feedback and encouragement
2. to demonstrate that we value children's work
3. identify how children can improve their work
4. assist the teacher in assessing and planning children's next steps

Guidelines

Marking should:

- Relate to learning objectives (WALTs) taught during the lesson.
- Give children recognition and praise for the success of their work.
- Give children clear strategies on how they can improve their work.
- Use consistent codes throughout the school.
- Provide a tool for teacher assessment – diagnostic, formative and summative.
- Be manageable for teachers.
- Pupils should be encouraged to explore how they might improve their work.
- Where possible, work should be marked with the children, particularly in KS1 so that the feedback can be discussed.
- A variety of extra rewards such as smiley faces and stickers may be used at the teacher's discretion.
- Particularly good work may be acknowledged by the Head teacher with a special sticker.
- In addition, children are encouraged to self-evaluate their work through using the traffic light system in Maths and the target clouds in English.

See attached appendix 1 which outlines marking codes and practices to be used through the school by teachers and teaching assistants. Supply teachers should be shown a copy of the marking codes for their use.

Conclusion

Marking needs to be consistent across the class, school and subjects. It must not detract from the worth of the child's work but add to it.

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Agreed marking systems and codes

- All children need to be aware of the marking system.
- Supply teachers should write 'supply' at the bottom of children's work and teaching assistants write TA.
- Work should on occasions be marked with the child, although it is appreciated that this is not always possible.
- Older children will be encouraged to self- mark in Maths. This will be evident in a different colour marking pen (purple) than the one being used by the teacher.
- Not every piece of work will be marked by the teacher. However, a child's work will be marked by the teacher at least 3 times a week.
- The class teacher will provide next steps learning to each individual child in English and Maths at least twice a week.
- Learning objectives (WALTs) should be written and shared with children at the start and during the lesson.
- Teachers will not correct every mistake.
- It is not always necessary for a whole page of calculations to be marked
- Teachers will give priority to marking and providing feedback to Pupil Premium children. Their work will be marked every day.

Marking Codes



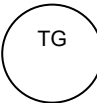
What went well (written in green)



Next steps (written in pink). How to improve your work / Next challenge. Children to respond in purple.



Independent



Teacher Guided



Teaching Assistant supported



Partner work

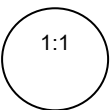


Verbal feedback



Mistake

SP_____ Spelling



1 to 1 support given