

St Joseph's Catholic Primary School



CRC Article 29(goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Marking Policy

Aims of marking:

- To let children know and celebrate their positive achievements
- To explain to pupils what they need to improve further
- To tell pupils how they can improve by offering appropriate advice and strategies
- As an aid to the teacher or other practitioner when assessing work
- To motivate and inspire children to try their best

Effective marking:

- Communicates to children and helps them to improve / make progress and reinforces existing strengths
- Records a judgement of work that can be used in assessment of progress and target setting. Marking is also used when tracking progress.
- Is 'diagnostic' in that it offers children support and advice in order to make additional progress – rather than simply identifying strengths and weaknesses.

MARKING GUIDE

At the end of the lesson:

Ask the children to draw a **small circle** neatly at the bottom left corner of their work, on the line, sized so it sits between the line and the line above. The children then **self assess** using the **colour scheme** (see marvellous marking poster)

- 1) Who is marking the book? **TA:** Uses **Green** Pen **Teacher:** Uses **Red** Pen

- 2) Is it **light touch** or **in depth marking**?
Maths: 1 in depth marking per week **English:** 2 in depth markings per week one of which must be **Weekly Writing, with Guided Reading and English on a rota basis.**
R.E 1 in depth marking per week **Science and topic:** 1 in depth marking per fortnight
ALL OTHER SUBJECTS: light-touch marking.

- 3) What is **light touch**?
 - a) **Highlight the learning objective** to show if it has been fully achieved, partly achieved or leave blank if it has not yet been achieved
 - b) **Correct grammar, punctuation and spelling** in the **first half** of the work – a maximum of 6 GPS errors to be highlighted and corrected OR **correct misconceptions / errors in Maths / Science / R.E etc (max 6)**
 - c) Write a **short phrase or comment** at the end

- 4) What is **in depth**?
 - a) **Highlight the learning objective** to show if it has been fully achieved, partly achieved or leave blank if it has not yet been achieved
 - b) **Correct grammar, punctuation and spelling** in the **first half** of the work – a maximum of 6 GPS errors to be highlighted and corrected OR **correct misconceptions / errors in Maths / Science / R.E etc (max 6)**
 - c) Use the **'what went well / now'** stamper to identify where the child has **progressed well towards the learning objective (WWW)** and then set a **task, challenge or question to help extend the child's learning or help them get closer to achieving the objective (NOW)**
NB: In Year 1 children will be set one task per week in English and Maths. When a task is not set a target will be given and discussed with the child.
See additional guidance: Reminder / Scaffold / Example task / comment guidance published by Shirley Clarke

- 5) At the **start of the next lesson** give **'R and R time'** (Read and Respond) for the children to:
 - a) **Read, understand and tick the comment from light touch marking** to show they have read it
 - b) **Complete their NOW task** from in depth marking

- 6) **The NOW task must be marked by the teacher** at the end of the lesson, along with the new work from the lesson.

Reward for Objective colour:

GREEN highlighted objective = 1 House Point

MARKING GUIDE IN Year 1

- 1) Who is marking the book? **TA:** Uses **Green** Pen **Teacher:** Uses **Red** Pen
- 2) How will be the books be marked?
 - a) Every piece of work is light touched with a short comment linking to whether they have met the LO and spelling are corrected.
 - b) Each piece of work in the Writing Book is given an individualised Next Step.
 - c) Once per week a piece of work in the English Book is given an individualised Next Step.
 - d) Once per week a piece of work in the Maths Book is given an individualised Next Step.
 - e) Children will not begin to self assess until the Summer Term

MARKING GUIDE IN EYFS

- 3) Who is marking the book? **TA:** Uses **Green** Pen **Teacher:** Uses **Red** Pen
- 4) How much work should be in the books?
 - a) Maths – a minimum of 1 piece of work per week.
 - b) Literacy – a minimum of 2 pieces of work (this could include phonics/guided write/talk for writing).
 - c) RE – a minimum of 1 piece of work per week.
 - d) Early Writing book – Work in the books every day.
 - e) Home School – Label and comment in the book once a week.
- 5) How will be the books be marked?
 - f) Each piece of work will have a Next Step (NS).
 - g) Home School book will have a label explaining the learning for that week and a positive comment about the child's progress for that week.