



BRYN ST. PETER'S CE PRIMARY SCHOOL **MARKING POLICY**

At Bryn St. Peter's CE Primary School, we believe that all our pupils are special and have unique talents, interests and strengths. Led by our strong Christian ethos we aim to cater for the individual needs of all our pupils. Together we are building our future.

AIM

To enable a consistent approach to the way learner's work is marked so that they understand their progress and achievement and know what they need to do next to improve. Marking helps to inform teacher's planning, monitoring and next steps for learning and is linked to the school assessment, recording and reporting policy.

Objectives:

1. To monitor, evaluate and review learners' current stages of progress, agree and set challenging targets, and identify next steps for progress and improvement.
2. To use both oral and written comments providing accurate, clear and easily understood feedback and encouragement for learners.
3. To enable learner's self-evaluation and target setting for some pieces of work.
4. To promote a positive self-image and encourage learners to value and take pride in their work
5. To celebrate and reward achievement and progress
6. To mark most, if not all, pieces of pupil's work.
7. To standardise marking procedures
8. To provide evidence for assessment, recording and reporting.

Strategies:

Marking should be based on learning objectives and shared success criteria

e.g. Today we are learning to.....(objective)

What I am looking for.....(success criteria)

All work should be acknowledged but it is not necessary to mark every piece of work in detail. Marking should be up-to-date and returned promptly.

Level descriptors should be displayed and shared in child speak.

Oral feedback should be given during lessons while the learners are engaged in the learning process.

Comments should include encouragement and praise and, if appropriate, set a target or next step.... "What has been done well?" "What needs to improve?"

Learner's achievement and attainment will be celebrated through a system of rewards,(stickers, stamps, class points, etc.) and during celebration assemblies.

Marking will be formative and used to inform teacher and learner of progress, identify next steps in learning and inform teacher's planning.

End of unit assessments will be summative, judging pupil attainment and progress at a given time.

Learners should be given time to reflect on comments on their work.

Book sampling (AA, A BA) will take place every half term to ensure consistent application of the marking policy.

Suggested Marking Guide (Literacy focus)

Marking should be completed in green ink.

SP = placed in margin and incorrect spelling underlined

P = punctuation

C = mis-use of capital letter

// = new paragraph

√√ = a good example used

?? = meaning is unclear

^ = something missed

G = Guided work

TA = Teaching Assistant support

Teachers will ensure milestone marking of particular agreed pieces of work

At least 1 piece of work per unit will be marked against NC level descriptors to be used for evidence of achievement.

All work in the core subjects will be marked.

Light touch marking is appropriate for other pieces of work.

Half termly pieces of writing will be assessed and levels shared with the children.

Children will be given opportunities for self-evaluation and time to act on and acknowledge feedback from the teacher and their peers.

All members of teaching staff, support and supply will be aware of marking procedures. The marking policy will be reviewed on a regular basis by all staff to ensure that it is effective and workable.

Revised and adopted by the Governing Body dated: _____

Review date: _____