



St Antony's Catholic Primary School



Our Lady Of Grace Academy Trust

MARKING POLICY

Learning Together In God's Love

To Be Reviewed by staff: Autumn 2022

Agreed by Governors: Autumn 2022

Review date: Autumn 2024

Our Mission Statement

At St. Antony's Catholic School we celebrate our special talents as children of God:
We try to be like Jesus and always keep him in our hearts.

We work together in our homes, school and parish to share our gifts and learn together.

We understand that we are all different and we respect each other.

We look after our world so that we may share it together in peace.

By observing these we will be 'Learning Together In God's Love'

St Antony's Catholic Primary School is part of the multi-cultural London Borough of Newham.

We value our Christian ethos and therefore respect the Cultures and Faiths of all in our wider community.



Our Vision @ St. Antony's Catholic Primary School



Our vision at St Antony's sees our school with **Christ at its centre and our children at its heart** as we work as an agent of positive, sustainable change, which engages all stakeholders inclusive of : Governors, Staff, Parents, Children, Church and The Wider Community. We inspire all our children from Nursery to Year 6 along with our staff, governors and parents to work collaboratively with all relevant agencies and to aspire to achieve to their fullest individual potential. St Antony's functions as a centre of excellence and an axis of positive transformation and development within our school and the wider community by enabling all among our school family to aspire to achieve self-actualisation through sound: **S**piritual, **M**oral, **S**ocial and **C**ultural formation while embedding a love for lifelong learning, underpinned by holistic personal and shared philosophies. We take a positive, progressive and professional approach to life and living while upholding our core Christian and British Values, which drive us towards the achievement of the highest academic, socio-economic and sustainable life goals.

Marking and Feedback Policy

INTENT

At St Antony's Catholic Primary Academy we believe that a successful quality marking and feedback policy will contribute to all children being active participants in their learning; enabling them to reach their academic and personal potential and even beyond.

In doing so, our comprehensive Marking and Feedback Policy reassures and motivates children and adults alike in the pursuit of excellence in learning. Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child.

Our policy is underpinned by key principles, which are outlined in our implementation

We believe that good marking practice includes the core points listed below:

IMPLEMENTATION

Effective Feedback should:

- Be provided in a timely manner
- Provide clear information to children about the strengths and areas for improvement in their work.
- Encourage children to strive and improve and promote independence through self - correcting.
- Direct children to what they need to do to improve their work and the next steps they need to take.
- Identify achievements and the next steps in their learning
- Relate to the learning objectives for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work through next steps
- Be read by pupils and time should be given for them to respond and improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

IMPACT: Why do we mark children's work?

- To help teachers/staff monitor children's progress and to diagnose what has not been understood, so as to assist with forward planning for teaching and learning and to determine what needs to be covered when reviewing and securing needed on specific topics or areas of the curriculum coverage.
- To provide helpful feedback to children so that: their needs are identified and we can discuss with them what they find difficult and the next steps they need to take to improve in their areas of challenge
- To ensure that children's achievements are recognised and rewarded, thus giving encouragement and building confidence through the use of praise, stars, ticks, stickers, motivational feedback to child and parents and points
- To ensure set tasks have been carried out to an expected standard

Peer and Self -Assessment

From the Early Years upwards, pupils will be involved in the assessment process as all pupils will be asked to reflect on work that they have produced be it: Mark Making, Writing, Art & DT, role Play, Phonics, Reading, RE or Maths and will be asked to 'assess' what they have done. Assessment at the EYFS level will range from interactions with key workers in groups or one-to-one discussions with individual pupils. Observations by staff will include pictures taken of pupils achieving their ELGs and annotation of their work and discussions with staff.

EYFS

In EYFS marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations- using agreed symbols and protocols explaining the Achieving of goals/objectives set
- Short descriptive narratives explaining observations (written)
- Annotation of work and photographs by staff to indicate learning significance
 - Children beginning to annotate their own work and pictures by end of Rec.
 - Oral dialogue with children about their play, work or special books

Across EYFS and KS1 and even across KS2 pupils will be asked to state whether or not they think their work is 'good' and why it is good; or express whether or not they think they could have done better and in what way or area they could improve their work. Pupils will, at specified times be asked to do the same assessment of their peers' work with the guidance of staff verbally or with the use of a success criteria.

We expect pupils at all levels in growing succession over time to take ownership of their learning and to be given many opportunities to reflect through peer and self-assessment.

Assessment and Marking Non-Negotiables:

- Teachers will always share and unpick the learning objectives (LO) with pupils at the start of all or at an appropriate point in the first part of their lessons
- Teachers/staff will always **clarify the expectations of the LO** so children will understand what they are to do in each lesson when we share a clear success criteria for pupils to use and apply this will also make self or peer marking/assessment as and where appropriate, against the set criteria (SC) easier and more effective and efficient.
- Staff will encourage **pupils to see themselves as the 'first markers' and assessors of their learning** and that of their peers. In this way, children are being encouraged to find their OWN mistakes and to check and improve their own work independently, individually or with the help of a peer before showing their work to the teacher. As such, this will be through using the Steps to Success within their writing in English, RE, Humanities, Science, Reading Comprehension and Maths.
- Teachers **must plan for feedback time** (whether via live marking in maths or in reflection on marking time as agreed for written work across KS1 and 2. This feedback time should include a range of assessment/marketing types including peer and self-assessment.

Children Responding to Marking:

All staff must understand the importance and significance of the marking system in the learning process. Staff need to grasp the gravity of the positive effect the process has upon the pupils. Close reflection and review of the teachers' marking by the pupils is imperative, otherwise it negates the precious time the teacher has spent upon it, and does little to improve learning.

Children from KS1 to KS2 should be given time, at the start of each lesson or at any agreed appropriate time set to be able to read and respond to the written feedback the teacher has provided. Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work. As a result of the feedback they have received continued improvement and progress should be evident in all children's work over time. Children should be expected to respond to staff's written feedback, either by correcting their mistakes in maths in the agreed way or by re-drafting and improving writing in any other subject area (RE, Writing, Humanities, Science etc.)

Four Types of Next Steps used across the school:

- 1) **Scaffolding/Modelling-** A child has a misconception or made an error and the teacher provides a scaffolded response and models the steps to get them unstuck and to make progress.

- 2) **Find and Fix-** the Teacher signposting work which is in need of improvement with a clear focus. E.g 'Look back at question 2, there is an error in the place values of the numbers involved- find and fix (correct the error).

- 3) **Consolidation-** A child needs more practise, or the teacher wants to assess if they are able to demonstrate a skill independently so a few more examples are given for the child to work through

- 4) **Give A Further Stretch/Challenge example-** if a child has demonstrated secure understanding during the lesson this child/children must be offered a further challenge with an example that is more difficult and requires deeper thinking or a new context or approach –encouraging use and application of knowledge at a higher level.

***It is a good idea to have additional stretch and challenge questions/work at the ready** for any lesson for those pupils who may need it.

OUR MARKING POLICY IN PRACTICE:

EYFS :

In EYFS marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations- using agreed symbols and protocols explaining the achieving of goals/objectives set for the lesson
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 - Oral dialogue with children about their play, work or special work books

The Phase lead will agree what teaching & learning, marking and assessment will look like based on School, MAT & DfE expectations.

Deep Marking: KS1 & KS2

Writing – 3 deep marked pieces of work per genre taught

(KS1 may deep mark more often to set the foundations in place for moving children on an making them more independent over time).

Published work – once work has been edited and up-levelled at the end of each writing genre pupils to use best handwriting to produce work for displays or produce the best work in their books which has been edited and up-levelled

Published work for displays **is not to be marked.**

All children from year 3 to 6 are to be taught/be able to annotate their work identifying features linked to the genres taught by Spring1. Year 3 are to neatly annotate their published work.

When marking Staff To Use The Following:

sp above words incorrectly spelt – pupils MUST correct spellings indicated by staff (especially words repeatedly spelt incorrectly)

^ use the caret to indicate missing words / details – pupils must insert missing words

T used for incorrect tenses missing – children must be taught how to correct their tenses

(NP) to indicate where a new paragraph should be in the body of their writing

Additionally Use our ticks against the Learning Objective

√√ for **Exceptional** writing/work

√√ for **good** writing/work

√ for **satisfactory** writing/work

OR write **Review & Secure** to indicate the need go back over to consolidate topics/areas already taught.

Stickers, smiley faces and phrases such as:

Good work!

Great work!

Fantastic work!- are encouraged-with pupils told why the comment was given and how they can improve/maintain their standards.

Important to note:

At the end of every lesson, pupils mark the success criteria with a pencil and Staff with a red pen.

LIVE MARKING CAN BE DONE IN MATHS & SCIENCE

In Maths –Staff to carry out Assessment of Learning (AOL) by **LIVE MARKING**: ticking pupils' work as they move across the classroom applying Assessment Of/For Learning (AOL/AFL). Checking pupils' understanding of the content and strategies taught each day.

CTs to model expectations for work

Pupils' work done incorrectly and strategies wrongly applied in pupils' books- to be corrected.

KS2 ONLY (AOL across yrs 4-6) pupils write the word CORRECTION (underline it) and do their corrections (Staff are not to not move on until pupils understand and make needed corrections.

To stretch & challenge pupils further, KS2 pupils write the word EXTENSION then move on to more challenging tasks to stretch them e.g. Use **White Rose Hub resources for extensions** for all topics (as appropriate) for all pupils needing this.

Marking of children's work motivates them to work harder or teach them to be resilient in their efforts and strive to be the best they can be.