

Christ Church & Holy Trinity CE Primary Schools Federation Marking Policy March 2022



Our Christian Vision

In the Parable of the Sower, Jesus Christ tells us that God is like a generous farmer and we are like the soil in which he plants his seeds. At Christ Church and Holy Trinity Schools, we are learning how to be good soil, so that we grow to love God, our neighbour and ourselves and thereby enable every member of our community to flourish. Each day, we endeavour to face up to all that challenges our growth, in order to see with our eyes, hear with our ears and understand with our hearts God's Good News for the world and to cultivate the virtues with which to produce an abundant harvest.

Our Mission

Christ Church & Holy Trinity Schools are dedicated to providing a nurturing environment in which all children have the opportunity to reach their maximum academic and social potential. Excellent teaching, learning and relationships are at the heart of our schools.

This Policy gives guidance to staff on the purpose, types and frequency of marking. All marking should have a clear purpose for the child and the teacher (Effective Feedback). The Marking Policy for the Foundation Stage is a separate document.

AIMS

We aim to

- Mark the children's work in a positive manner, related to the Learning Objective, which reflects the ethos of the school.
- Mark children's work regularly and consistently in ways that highlight strengths and areas for both improvement and development, using approaches understood by children and parents.
- Produce enthusiastic writers, who recognise the importance of spelling and grammar (it is not the intent to correct every spelling error.)
- Encourage children to become actively involved in the assessment of own work.
- Provide a structured system of marking to enable teachers to maintain high standards within a manageable framework.

PURPOSE OF MARKING

- To inform the teacher of a child's progress and needs for the future planning.
- To provide feedback on current work.
- To demonstrate the value of a child's work thus giving encouragement and building confidence.
- To allow for self-assessment where the child can recognise their difficulties and encourage them to accept help/guidance from others.

TYPES OF MARKING

1. Acknowledgement marking.

Assessing the work against the Learning Objective and Success Criteria using standardised symbols

(√= achieved w= working towards ↑ = area for improvement)

Teaching Assistants and Supply Teachers will initial beneath their comments or acknowledgements on children's tasks. It is appropriate in KSI for teachers to annotate and initial children's work

2. Maths Exercises /Spelling Tests

- = check work and correct.
- √ = correct

3. Quality Marking by child or children together

Where appropriate, children are encouraged to self assess against the Learning Objectives and Success Criteria, using different symbols and initialling. This will be phased in during KSI. It may be fitting for them to use a different colour of pen, pencil or highlighter.

- *Self Marking*

During the lesson it may be appropriate for the children to mark their own work or assess against the Success Criteria or Learning Objective, using the following symbols:

Y2-Y3	Y4-Y6
√ W	√ W

- *Peer Marking*

Children may at times work with a partner under the guidance of the teacher on a variety of assessment activities. They will be encouraged to use the above symbols.

- *Response Partner Marking*

Children mark a Response Partner's task against the Success Criteria, using the above symbols and then **initialling** next to the Success Criteria.

(Guidance on Response Partner Marking is provided by the Teachers in order that it is a sensitive and effective process. This type of marking is phased in gradually during Year 2.)

4. Quality Marking by the Teacher

Teacher's comments should be positive, where appropriate. Any developmental comments should be supported by a constructive comment on how work could be improved.

Children will then respond to the comments, make improvements and the teacher will ensure that the child has understood how these improvements have impacted upon their learning

It is helpful to indicate a level of support provided. Children should be encouraged to show whether they worked alone, with a peer, with an adult or with the Class Teacher.

The following symbols will be used:

WI = working independently

WP = working with a peer

WA= working with an adult

WT= working with the Teacher

(These will be provided with the Learning Objective)

5. Homework Marking

Homework tasks will be Acknowledgement Marked. Comments might be made, where necessary, at the Teacher's discretion. Homework tasks handed in after deadlines will be annotated 'late'.

6. Stickers

Observational/ comment (as appropriate) stickers are used by Class Teachers and Teaching Assistants in various parts of the lesson, providing immediate assessment or feedback.

In Year 1-Year 3 it may be appropriate to use a variety of stickers as a visual response aide for the children.

EFFECTIVE FEEDBACK

Effective feedback

- Should link to the Learning Intention
- Should point out achievements against the Success Criteria, followed by overall judgement/assessment of the Learning Objective
- Helps children to improve upon their previous best. It looks forward (**Assessment For Learning**)
- May refer to Personal, Group or Class Targets
- May be in the form of Oral or Written feedback

In KS2, children will be provided with time to reflect on the Teacher's Feedback. This is a vital part of their learning. Time may be provided during registration or at the start of a lesson.

ASSESSMENT for LEARNING and SUCCESS CRITERIA

It is important that we are assessing so that further and improved learning will take place.

Assessment For Learning will take place if

- We use Success and Improvement models of Marking
- We provide the children with / encourage the children to contribute and develop the aide-memoir (Success Criteria) to which they can refer, in order that they know how to achieve the Learning Objective
- We encourage the children to take responsibility for their own learning and be active participants in their learning.
- We provide Teachers, Teaching Assistants and other relevant Adults with a guidance and assessment tool (Success Criteria) to enable them to assist learning to the best of their ability.

Teachers will Quality Mark extended pieces of writing (*observation mark the group they are working with*) In KS2, the remainder of the tasks will be Acknowledgement Marked. Foundation Subjects will be Acknowledgement or Observation marked.

KS1 Understanding Marking—English




My work will have the following symbols to indicate how I've worked:

WI	Working Independently
WP	Working with Peer/s
WA	Working with an Adult
WT	Working with the Teacher

The following symbols will be used to help me understand if I have achieved the learning objective:

✓	Achieved / fully understood
W	Working towards

When my teacher marks my work, the following symbols may be used:

	Successes
	Areas for improvement
✓	Good word/phrase/idea
✓ ✓	Excellent word/phrase/idea
sp. —	Spelling Error
∧	Missed letter, word or phrase
O	Missed punctuation
CL.	Capital letter
	Action point
/	Missing space
//	New paragraph

I will make sure that I initial my teacher's comments to show that I have read and thought about them, and have made any relevant corrections and improvements to my work. My target is on a post-it note in my book. When I have achieved my target 4 times, I will get a sticker and receive a new target.

KS2 Understanding marking—English

My work will have the following symbols to indicate how I've worked:

WI	Working Independently
WP	Working with Peer/s
WA	Working with an Adult
WT	Working with the Teacher

The following symbols will be used to help me understand if I have achieved the learning objective:

✓	Achieved / fully understood
W	Working towards

When my teacher marks my work, the following symbols may be used:

↑	Area for improvement
✓	Good word/phrase
✓✓	Excellent word/phrase
Sp.	Spelling Error
^	Missed letter, word or phrase
○	Missed punctuation
//	Begin a new paragraph
~~~~	Doesn't make sense
R	Repetition of word or phrase
T	Incorrect tense
H	Homophone
e.L	Capital letter
👁	Action point

I will make sure that I initial my teacher's comments to show that I have read and thought about them, and have made any relevant corrections and improvements to my work.

My target is on a 'post-it' note in my book. When I have achieved my target 4 times, I will get a sticker and receive a new target.

## Understanding Marking Maths

My work should always have the following symbols to indicate how I have worked:

**WI** Working Independently  
**WP** Working with Peer/s  
**WA** Working with an Adult  
**WT** Working with the Teacher

The following symbols will be used to help me understand if I have achieved the learning objective:

✓ Achieved / fully understood  
W Working towards

When my teacher marks my work, the following symbols may be used:

✓ Correct / well done  
● Check work  
○ Check this digit

My teacher may also comment upon my work and may use a sticker or symbol to show how well I am doing.

Signed: *Avis Hawkins* March 2022  
Name of Schools Christ Church and Holy Trinity Primary Schools Chelsea  
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Date of next Review March 2023  
Who reviewed this policy? Avis Hawkins, Partnership Committee  
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