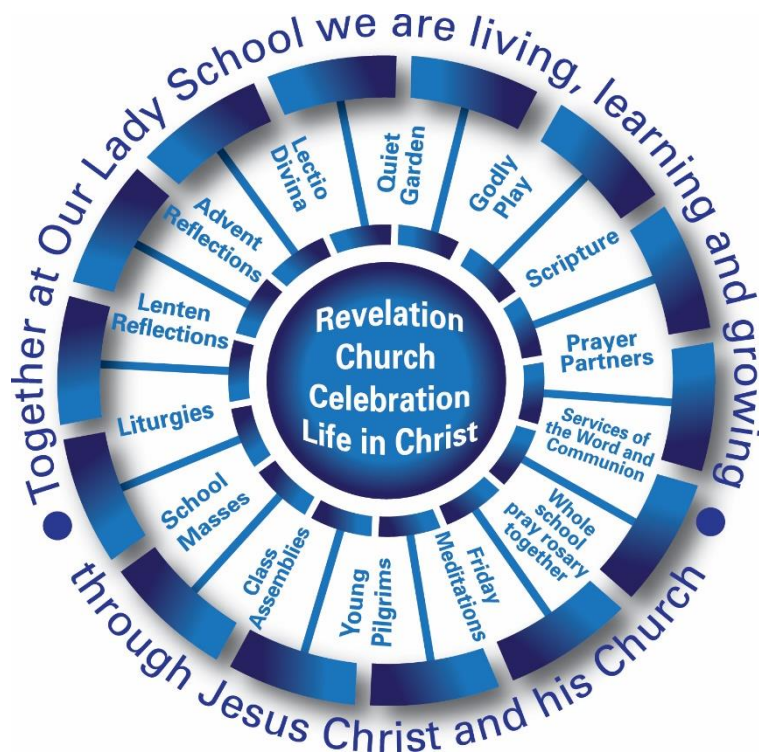




Our Lady Catholic Primary School

MARKING POLICY



The Diocese of Westminster Academy Trust
A Catholic Academy

May 2023

Aims:

- To recognise, encourage and reward children's efforts and achievement and celebrate success
- To help pupils develop an awareness of the next stages of their learning
- To identify pupils who need additional support/more challenging work
- To assist teacher's short term assessment and inform future planning
- To involve pupils in their learning and help to develop their self-esteem

Principles of our Feedback at Our Lady Catholic Primary School:

- 1) show children that we value their work, encourage them to do the same and celebrate their achievements;
- 2) let pupils know the extent to which they have met the learning intention and success criteria;
- 3) evidence clearly how far children have come in their learning journey and clarify what their next steps are;
- 4) promote self-assessment and self-editing, whereby pupils critically evaluate their own learning and are proactive in improving their work;
- 5) promote peer-assessment, whereby children collaborate to evaluate and improve the work of others and thereby enhance their ability to evaluate their own work;
- 6) provide a basis both for summative and formative assessment;
- 7) provide on-going assessment, which informs future lesson-planning; and
- 8) demonstrate clear, measurable progress and individual/class attainment against national age related expectations.

Marking & Feedback Cycle**English****Success Criteria Stickers – Steps to Success - ("S2S")**

S2S are stuck into a child's book at the start of a unit. These match the text types and are differentiated to take into account a child's prior learning and attainment. The majority of a class should be using the S2S for their year groups ARE, (e.g. most Year 4 pupils should be using LKS2 B or A). However, lower attaining, higher attaining or SEN pupils should be provided with the S2S which best fit the correct level of challenge for them.

Before pupils begin a writing task, ideally while looking at high quality texts at the start of a unit, the CT will go through the S2S Sticker with the class to ensure:

1. all technical and grammatical vocabulary is understood;
2. children are able to find examples of each success criteria point within the texts they are examining; and
3. they have an oversight of the 'big picture' – where they should be by the end of their learning journey in that unit.

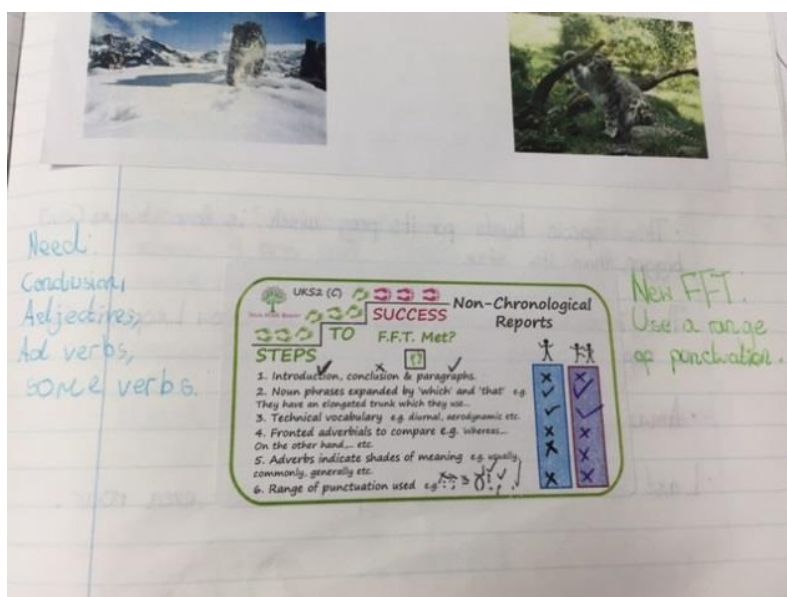
Throughout teaching, the S2S will be referred to as appropriate.

Self & Peer Assessment

After each piece of writing, pupils will be given the opportunity to self and peer assess. They tick (achieved) or cross (not achieved) or colour in for KS1 C against the S2S. Children will be encouraged to go back and improve their work, taking into account anything that they, or their partner, have identified is missing from their work, e.g. putting in missing fronted adverbials.

As part of self and peer assessment, strengths and next steps (relating to S2S) will be explicitly referred to in a summative statement below the piece of writing. This helps the children to self-reflect at each step of the learning process.

Self-assessment is in red pen and peer assessment is in purple pen.



Adult Marking

On some pieces of writing, quality self & peer assessment (along with whole class verbal feedback), will be sufficient to enable children to take the next steps. Therefore, adult marking will be unnecessary.

When adult marking does take place, it will be using pink, green and gold highlighters, against the S2S.

Pink = 'Tickled Pink' for strength.

Green = 'Green for Growth' for areas for development.

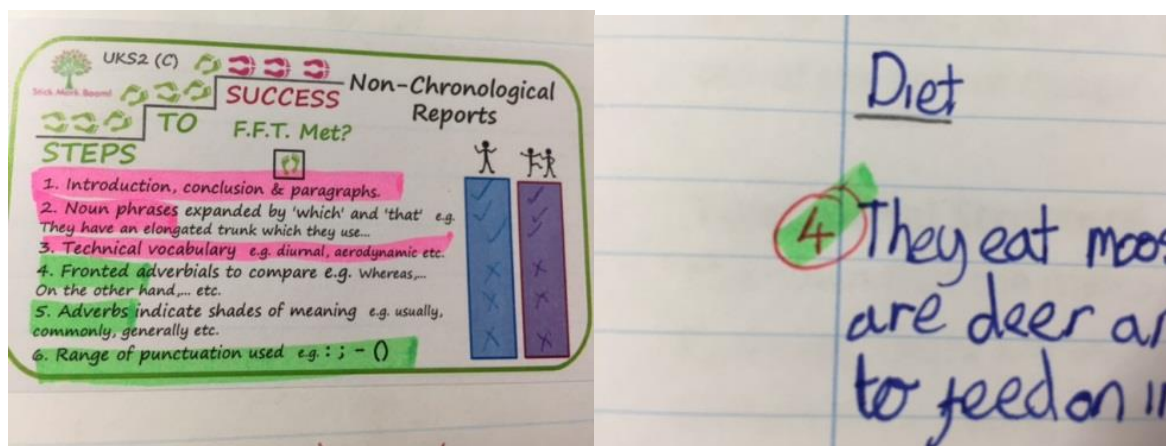
Gold/Yellow = Mastery.

Whilst reading a child's work, an adult will highlight their writing, using pink, green or gold/yellow, and also highlight the S2S to indicate success against the success criteria. Where a child has not achieved one of the steps, this will be highlighted green. The child knows that this is their Next Step – to turn their pink into a green. Where possible, the adult

marking will indicate, (e.g. using the number of the step), where the child has failed to meet this Step so that the feedback is as specific as possible.

If a child has met a Step, but not consistently, this may be dotted in pink.

It is an expectation that pupils will respond to the adult marking by improving their own work. In the example below, the child would, in the following lesson or during reflection time, go back and put in a fronted adverbial where indicated. This will always be done in red pen.



Guidance for adults providing marking and feedback

All marking should be constructive and positive, enabling children to celebrate their successes, while guiding them as to their next steps. Adults will use their judgement when highlighting the S2S to ensure that a child is not demoralised (e.g. if too many steps are unmet, they may only highlight two). Similarly, if the nature of the piece of writing is such that all the steps could not be met (e.g. where the children were only asked to write the beginning of a piece), then steps which are not applicable will just be left blank. Teachers should use their professional judgement if an obvious target is required which is not directly in the success criteria.

Since the S2S provide the developmental/constructive feedback, written comments should be short and praise based. Spellings will be in accordance with the school policy.

Teachers and Teaching Assistants will endeavour to use live marking as much as possible in every lesson, this ensures instant feedback is provided to the child. If this happens, a child's work will be marked with a VF in green highlighter.

Teachers and Teaching Assistants will make use of the agreed marking symbols when marking.

Monitoring of Marking

The Senior Leadership Team and subject co-ordinators will periodically monitor written work to check this policy is adhered to.

Marking symbols

Green for growth – missing the step on the success criteria

Tickled pink - achieved step on the success criteria

Mastery – mastery of a curriculum area

V.F- verbal feedback given

I.W – independent work

T.L – teacher led work

T.A – TA supported work

S - Supported with ... (for maths manipulatives)

Teacher's marking will be in **green pen**

Editing

Children will self-assess and edit in **red pen**

Peer assessment will happen in **purple pen**