

# ST. LUKE'S C.E ACADEMY

## Marking Policy



Helping Lights Shine For All

<u>Adopted:</u>	Summer 2021
<u>Co-ordinator:</u>	Mrs N. Danylyk
<u>Chair of Governors:</u>	Mrs S. Gibbons
<u>Next Review Date:</u>	Summer 2024

1. **Philosophy**

The marking of pupils work is undertaken to ensure the acknowledgement of their efforts, success and on-going development of their skills, knowledge and progress. Marking, whichever form it may take, must provide relevant and effective feedback to the pupil and aid future learning.

2. **The aims of marking**

To provide the pupils with a number of constructive and supportive ways of assessing their work based on clearly stated and relevant success criteria. The main focus of effective marking and assessment should be to aid, encourage and inspire future learning.

3. **Marking strategies**

The pupil must fully understand the method of marking being used and how that method can inform and aid their future learning. Learners need to know where they are in their learning, where they are going and how to get there.

a) **Teacher marking**

Teacher marking must be effective and relevant, and wherever possible, be communicated verbally to the pupil during a lesson, so that maximum progress can be made. In addition, written marking should take place after each lesson and should, where necessary:

- celebrate a child's progress towards objectives-pink pen
- provide scaffolds/reminders for future learning- green pen
- promote further progress through 'next steps' and challenges –green pen

b) **Self assessment**

Pupils should be fully aware of and understand their own success criteria. They should then be taught to assess their own progress and future learning needs for them to become independent learners.

c) **Peer assessment**

Children must be taught to collaborate in peer assessment. Pupils must understand the necessary skills required for effective peer assessment to take place.

4. **Future planning**

Marking should be effective in informing future planning. Effective marking should allow staff and pupils to recognise when concepts have been mastered and consequently when pupils are ready to be challenged further. In contrast, marking should also highlight any difficulties that a child may be experiencing and these should be addressed accordingly.

5. **Marking notation**

All staff and pupils concerned should be made fully aware of notations to be used and their meaning. (Appendix 1)

6. **Marking Stickers**

All staff should use marking stickers to assess children's progress towards learning

objectives in maths, literacy and topic work. Children should be fully aware of what stickers are used for, what they mean and should be given regular opportunities to respond in order to make maximum progress. Over a term, there should be a range of stickers used. (See Appendix 2)

7. **Rewards**

Dojo's and Headteacher stickers' can be awarded for work that has met the success criteria. Children should be aware that they are working towards success in their work and not just aiming for rewards.

8. **Communicating information to parents and carers**

Parents and carers should be informed of all marking strategies used and the meaning of marking notation.

Parents and carers will have access to view pupils work during specified parents' evenings throughout the academic year.

Parents and carers have an opportunity to make comments through the reading and homework diaries.

9. **Monitoring and evaluation**

Marking will be moderated periodically to ensure consistency and impact upon children's progress. Judgements will be made based on how effectively marking is allowing pupils to have a positive impact on their own learning.

**Appendix 1 – Marking Notation**



A next step or a challenge has been given (where a next step is set, children should be given time to respond)

Next step symbols might include (mainly for key stage one):

Capital letters     ABC








Full-stops           

Finger spaces    

Punctuation      P

Description       

Handwriting

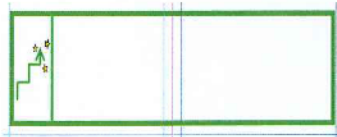
-  The child needs to check and try something again
-  A discussion has taken place between the child and teacher
-  The child has worked independently
-  The child has received some support
-  The child has been guided heavily with little or no independence
-  The child has spelt a word incorrectly and should correct in the margin
-  The child has chosen the wrong word for the job and should correct it

## Appendix 2 – Marking Stickers

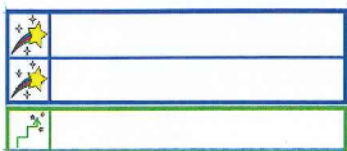
### St Luke's Marking Stickers



- To be used primarily in Reception, Year 1 and Year 2 (Autumn term)
- Sticker to be stuck on a piece of work to celebrate good learning/progress and move learning forward through a next step.
- Indicates that a discussion has taken place between teacher and child, where a child fully understands what they can already do and what they need to do next.



- Use this one regularly at the end of writing or other learning.
- Add a question or a next step.  
**"Why do the big cars travel slower than the small ones?"**  
**"Write a sentence with a describing word in it."**
- With this sticker, the child's response will usually go below



- To be used at any point during the writing process and completed by the teacher or (if old enough and with guidance) child.

- Add celebrations next to the stars. Over a term, these will probably include comments about: Concentration, presentation,, skills learnt ready for the piece of writing, Punctuation, structure of writing, pace/quantity of writing ,next steps met from a previous lesson.



- "Your adverbs set the scene" "CL for all names! "Juicy word choices, like 'energetic'