

# St Mary's Primary School



## Draft Marking Policy



Articles 12, 13, 18, 23, 28, 29, 31

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**St. Mary's Primary School Draperstown**  
**Marking Policy**

**The Purpose of the Policy**

The purpose of this policy is to make explicit how the staff of St. Mary's P.S. mark children's work and provide feedback. Members of staff, children and parents have worked together to draw up the policy. The Principal, Senior Management Team and subject co-ordinators monitor and evaluate regularly to ensure it is applied consistently. The Board of Governors oversee the work that is carried out.

**The Need for a Marking Policy**

In St. Mary's P.S. we believe it is important that the staff provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions and Success Criteria. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do. We recognise that the staff consists of teachers, classroom assistants and any other specialist teachers employed by the school.

**Purposes**

- Positive marking encourages the child to work to the best of their ability and builds self-esteem and confidence.
- Positive marking allows children, parents and teachers to identify the strengths and weaknesses of the child.
- Constructive marking informs future learning and identifies individual targets.
- Marking allows teachers, parents and children to monitor and assess progress.

## **The Principles That Guide the School's Approach to Marking and Feedback**

*We work hard in St. Mary's P.S. to ensure that:*

- Work is marked promptly within an agreed timescale.
- Clear criteria for marking is agreed and understood by all teachers, children and parents. Consistent codes are used within Key Stages.
- Marking relates to the learning intention and success criteria and some work is marked for specific requirements e.g. correct use of grammar, use of paragraphs.
- When appropriate work is marked along with the children.
- Children in Key Stage 2 are actively involved in commenting on their own work and the work of their peers.
- The children are given recognition and praise for achievement and clear strategies for improvement.
- Children are given time to read, reflect and respond to marking where appropriate.
- Marking informs future planning.
- Ultimately, marking is seen by the children as a positive approach to improving their learning and one that they are actively involved in.

### **Written Responses**

Where possible the teacher will try to mark and comment on the child's work with the child alongside them. This enables the work to be discussed and the teacher to read the comment to the child if appropriate. This will not always be practical, and a written response may be given in the absence of the child followed by an oral response when the work is returned. A minimum of one in every third piece of work in a subject will be quality marked. Children are given time to read and respond to comments when the work is returned. Children may give written responses to their own work and the work of their peers.

The children will be awarded stickers, stars and certificates to celebrate good work. Teachers may use stampers or draw smiley faces in Foundation Stage or Key Stage One to define good work. Children's work

may be displayed in the classroom or around the school. Children may be asked to take their work to the principal or other members of staff to acknowledge success.

### **Oral Feedback**

It is important for all children to have oral feedback from time to time. This focuses on successes, areas for development and helps set targets for future learning. If criticism is needed, it is done so in a constructive manner. The children are guided towards responding to each other and the work of others in a similar way.

Not all pieces of work can be quality marked. Teachers decide whether work will simply be acknowledged or given detailed attention.

Acknowledgement always relates to the learning intention.

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.

### **Quality Marking**

A minimum of one in every third piece of work in a subject is quality marked. Teachers focus first and foremost upon the learning intention and success criteria of the task. The emphasis is on both success against the learning intention and/or the improvement needs of the child.

When quality-marking teachers:

- 1 Read the entire piece of work.
- 2 Highlight where the child has met the learning intention/success criteria and indicate clearly a focused comment linked to this, which will help the child improve their future learning.
- 3 Spelling, punctuation and grammar need not be marked in every piece of work.
- 4 Staff may use symbols as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided in the appendices. When possible and appropriate, children are given a comment, which will extend their thinking.

## **Marking and Feedback in the Early Years Foundation Stage**

In the Foundation Stage, marking and feedback strategies include:

Verbal Praise

Stickers and stamps

Written annotations, short and narrative observations (written)

Annotation of work and photographs by staff

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or special books

## **Children's Response to the Comments**

### **Self-Marking and Evaluation**

Children are given time at the start of a lesson, to read and consider the written feedback the teacher has provided.

Children are 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, because of the feedback they have received.

Children are encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

All children are sometimes encouraged to self-evaluate and older children are encouraged to identify their own three successes and look for an improvement point. This is referred to as **"Two Stars and a Wish"**. Younger children use **traffic lights or smiley faces** as an alternative method. Children are given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

### **Monitoring and Evaluating this Policy**

This policy will be monitored through further consultation of staff and through the planned reviews. Children's workbooks will be monitored by the Principal, the Senior Management Team and subject leaders, with written and verbal feedback given to individual members of staff. Subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss. Subject leaders will monitor subject specific marking as part of their monitoring role.

## **Subject Specific Marking and Feedback**

### **Numeracy**

In Numeracy all pieces of work should be marked. A minimum of one in every third piece of work should have a quality comment.

### **Investigative and Practical Work**

- Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment.
- Pupils should be given the opportunity to self-evaluate using an age-appropriate method such as traffic lights or three stars and a wish.

### **Literacy**

- A minimum of one in every third piece of work should have a quality comment.
- Pupils should be given the opportunity to self-evaluate using an age-appropriate method such as traffic lights or three stars and a wish.
- When marking writing, there needs to be two comments: one to emphasize and praise a successful aspect of the piece and one to highlight an area for improvement.

### **ICT**

- Samples of work used for ICT feedback should be annotated with the ICT learning intention rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary outcome.

## **World Around Us, Personal Development and Mutual Understanding, Religious Education**

- A minimum of one in every third piece of work should have a quality comment.
- Pupils should be given the opportunity to self-evaluate using an age-appropriate method such as traffic lights or three stars and a wish.

### **Vocabulary**

Where subject specific vocabulary is written, this should be correctly spelt.

### **Performing Arts**

- Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development.
- This could also include opportunities for the children to positively evaluate the work of their peer's performance.
- If written work is completed, the principles of quality feedback and marking should be applied.

## **SUGGESTED MARKING SCHEME**

- A double tick √√ indicates a particularly good answer or piece of work
- Word omission will be noted by ^
- A circle around a word indicates missing or incorrect punctuation
- A question mark (?) indicates that the sentence did not make any sense.
- L.I. Met = achieved the learning intention
- WT = working towards learning intention
- Sp and a word underlined, indicates a spelling mistake. The correct spelling will be written in.
- //or NP indicates the need to take a new paragraph

