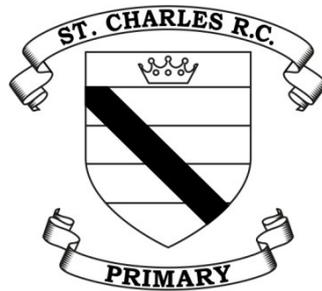


St Charles RC Primary School

Marking Policy

2016-17



CHRIST IS AT THE CENTRE



Compassionate
Helpful
Respectful
Inclusive
Sharing
Truthful



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Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.

We aim to pass on the faith we share in partnership with you.

We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.

We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

As a family of God, we love to learn and learn to love

Introduction

At St Charles RC Primary School we believe marking should provide constructive feedback to every child.

Marking should focus on success and improvement needs against clear learning objectives, success criteria and targets, enabling the children to become reflective learners.

Marking should celebrate success wherever possible in order to raise self esteem and encourage all children to work to their full potential.

Marking is an integral part of our assessment procedures. It should be a manageable form of record keeping for everyone and inform planning and assessment records.

Ofsted outstanding criteria

- Information from assessments is used to set tasks that are perfectly matched to pupils' prior attainment.
- Work is pitched at a level that is achievable, if individual pupils work hard and try their very best.
- Resources including teaching assistants, where applicable, are highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs.
- The work of each individual is adapted in light of any misconceptions that are brought to light through questioning or checks on pupils work.
- Marking is frequent and regular, providing pupils with clear guidance on how work can be improved. The teacher ensures that corrections are carried out and any missing work is completed.

Effective Marking

Marking needs to reflect the St Charles ethos of celebrating children's successes whilst highlighting the next steps in their learning.

We recognise that not all pieces of work will be 'quality marked' but teachers will use their professional judgment to decide whether work will simply be acknowledged or given detailed attention.

The following statements reflect our philosophy and practice. All work should be marked in green pen. TAs, supply staff and students should mark in black pen.

The following symbols will be used across the school:

^=missing word,

sp=spelling error

Aa=capital letter

P=punctuation

A written comment is not always necessary- smiley face, stickers, tick, star.

If a child has produced a particularly good piece of work the teacher may ask him/her to show/read it to the class or show it to another teacher or the Head teacher.

All written feedback follows the 'pink to think' and 'green for good' system, which ensures that the children are clear about their successes and are aware of their next steps to improve.

Highlighting is to be used to show the children what they have done well and what they need to improve. At the beginning of each lesson pupils will be given time to respond to marking.

Symbols or comments should indicate support level

G=guided,

S=supported

I= independent,

TA= TA support

Comments or photographs should be included where practical work has been carried out. Marking should be done daily or before the next lesson.

Cursive script is used by children in all books. Good presentation is expected and should be commented on.

Teachers should provide a good model of hand writing, for example - Presentation of handwriting, writing on the lines.

Targets need to be present in all pupils' books for Numeracy and Literacy and updated when the child has met the target.

Pupils should be provided with opportunities to regularly check and work towards achieving their targets in Literacy and Numeracy.

Children should read and check their own work against their targets before the end of the lesson.

Monitoring and evaluation of marking

Samples of work will be regularly scrutinised as part of the school's ongoing monitoring procedures. This will be half termly as identified in the Schools post Ofsted Action plan and the school's improvement plan.

Staff will be made fully aware of the focus for the book scrutiny and marking will be addressed and commented on.

*3 Literacy and 3 Numeracy books (or 3 EYFS profiles) to be handed to the headteacher for quality assurance every half term afternoon.

All other books will be scrutinised by the SLT and subject leaders on a rota basis as set in the monitoring and evaluation cycle

In book scrutinies the following questions will be asked:

- Is work being marked in line with whole school policy?
- Are children being given the opportunity to respond to next steps in marking?
- Is the work pitched carefully to meet the needs of learners?
- Is there evidence of:
 - All work marked using green and pink
 - Appropriate differentiation
 - Next steps are identified in marking/ comments
 - Appropriate pitch of learning
 - Children respond to next steps
 - Appropriate levels of challenge for the more able pupils
 - Writing opportunities in other subject areas
 - Progression of skills across a unit of work
 - Numeracy skills applied in other areas
 - Targeted/ guided group sessions to meet the needs of pupils

Examples of Good Practice:

Key stage 1 example

Fix it time: How can we improve our work?

- Rewrite the pink sentence on the pink line with: Capital letters/ full stops /finger spaces / Rewrite the sentence with connectives/ time connectives and, so, but, then, next, after that, finally, at the end.
- Practise 2 spellings 3 times.

Key stage 2

Ofsted recognise outstanding assessment as:

- The work of each individual is adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils work.
- Marking is frequent and regular, providing pupils with a very clear guidance on how work can be improved.
- The teacher ensures that corrections are carried out and any missing work is completed.

Fix-it Time is time given during a lesson for children to respond to marking in order to improve work and to ensure that they are given clear direction to complete their next steps. Work should be marked before the next lesson against success criteria. During fix-it time children are able to consolidate learning and identify and complete tasks to work towards their next step.

The purpose of fix-it time is to;

- Highlight a specific task (for example)

- Wow I love your sentences! You have included capital letters at the beginning.
 - Please rewrite the highlighted sentence and include a capital letter for proper nouns.
 - Find the missing comma in the highlighted sentence. Use a number line to correct the highlighted addition sentence.
- Explain a process (for example)
 - Well done, you have correctly shown the growth stages of a seedling.
 - Have you ever planted a seed? What happened?
 - Great problem solving today!
 - Explain to your talk partner the strategies you use to solve the multiplication problems? You have classified materials well. What does transparent mean?
- Allow children to redraft with a specific process (for example)
 - Super fraction work, you have found equivalent fractions. Now order these fractions highest to lowest.
 - I love your descriptive paragraph. Now redraft it to include powerful verbs.
- Consolidate a spelling rule or strategy (for example)
 - Great stuff you have found doubles of numbers. Now: Use the partitioning strategy to find half of these numbers.
 - Please practice the highlighted spelling 3 times.
 - Find the missing comma in the highlighted sentence.

Features of an outstanding lesson

- Children work cooperatively
- Pace is optimised throughout the lesson
- High degree of subject knowledge
- Questions tease out pupils' understanding so the teacher knows how secure every pupil is
- Tasks are set according to assessment and are perfectly matched to pupils attainment
- Work is pitched at a level that is achievable
- The tasks are engaging so pupils persevere and are keen to succeed
- Pupils are engrossed in their learning so no need for overt discipline
- Resources (including TAs) promote rapid learning regardless of aptitude
- Work of each individual is adapted in light of any misconceptions through questioning or checking work
- Marking makes clear how work can be improved
- Corrections in work are carried out and all work is completed
- Homework extends learning and is treated as importantly as the lesson itself

Equalities Statement:

St Charles RC Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Charles RC Primary school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.