

# St Ignatius Catholic Primary School



*in God's hands*

## Marking Policy

Review date: May 2015

## **Marking Policy**

“One obvious aspect of assessment which needs emphasis is that pupils need genuine feedback about the success or otherwise of their learning.

The evidence suggests that while pupils are generally clear about what they have to do they often do not receive enough information about the purposes of their learning and, what is more important, how well they are doing.

MARKING pupils work is one valuable means of feedback, provided that it offers specific, diagnostic comment and not only encouragement.”

### **Curriculum Organisation and Classroom Practice in Primary Schools**

#### **General Principles**

- Marking is a valuable assessment tool for the teacher and should be used to highlight the next learning/teaching steps. Comments that discuss and compare success matched against learning objectives are vital.
- The best marking is done with the pupil or the group.
- Marking should encourage improvement in the work and positive self-image of the learner.
- Positive verbal comments are an essential part of marking.
- Praise is very important.
- A clear understanding of the learning objectives by teacher and pupil must inform marking (e.g. when marking a science investigation the emphasis should be on the scientific process skills and not the handwriting).

#### **Aims**

- To motivate pupils to want to produce high quality work.
- To teach pupils to recognise what they do well
- To help pupils to improve through the setting of achievable but challenging targets
- To allow pupils to build a picture of their strengths and weaknesses by giving quality feedback.
- To foster an ethos whereby it is acceptable to make mistakes as long as learning then allows them to remedy them.
- To establish a consistent approach to the way in which work is marked so that pupils understand how and why their work is marked

## Marking in Practice

Marking should be completed in green pen.

Priority of marking should be given to core subjects.

The agreed Drafting Symbols must be used by teachers and should be explained and understood by the pupils.

The symbols should be on display in all classrooms.

Marking by pupils should be carried out only for mental maths and spelling in KS2, where there is one possible correct answer.

This should be closely monitored by the teacher

During the course of the week, time should be allowed for pupils to reflect on teachers' comments and to make relevant corrections.

Teachers should write legibly and model good practice.

## English

At least once a week one piece of literacy work per pupil should be marked thoroughly. (This could be done by working through focus groups on a daily basis.)

However, in order to assess and evaluate the learning outcomes of each lesson and to plan the next steps, it is essential that all literacy work is seen regularly during the week although lengthy comments or in depth marking are not necessary.

Use of OA (Objective Achieved), OPA (Objective Partly Achieved) or ONA (Objective Not Achieved) should be sufficient.

## Maths

- Mathematics work will be marked using a tick for a correct response.
- Teachers should use a small dot to indicate an incorrect response.
- A 'C' symbol should be used where a correction needs to be carried out.
- Where many errors occur, a teacher will write an informative comment rather than using x continuously.
- Teachers should indicate where the error occurs in order to assist the pupil in the correction process.
- A series of crosses is of little help unless there is an indication of where the error has occurred.
- The habit of erasing the incorrect answer and replacing it should be discouraged.
- At KS2, when requested, pupils should label their work as Corrections and carry out a fresh calculation.
- For pupils to maximise the process of correction, they need feedback as early as possible.

In **Foundation Subjects**, work should always be seen, assessed and marked appropriately, however, less rigorous marking or lengthy comments are not always necessary.

## Drafting Symbols for Marking

	<b>Year 1 and 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>
<b>Spelling mistake</b> Copy x 3		<b>Sp in margin</b>	<b>Sp in margin</b>
<b>Punctuation</b>	<b>Insert full stop and underline capital</b> e.g. She went home. <u>n</u>	<b>P in margin</b> <b>Line underneath</b>	<b>P in margin</b> <b>Line underneath</b>
<b>Tense</b>		<b>T</b>	<b>T</b>
<b>Missing word</b> <b>Omission</b>			
<b>New paragraph</b>		(indent)	(indent)
<b>Upper/lower case</b>		<b>C capital needed</b> <b>capital not needed</b>	<b>C capital needed</b> <b>capital not needed</b>
<b>Error or not needed</b>	/	/	/
<b>Repetition</b>			<b>Rep</b>
<b>Expression</b>			<b>Exp</b>
<b>Wrong order</b>			
<b>Check for error</b> e.g. construction		<b>Check</b>	<b>Check</b>
<b>Wrong word</b>		W/W	W/W
<b>Objective Achieved</b>	<b>OA</b>	<b>OA</b>	<b>OA</b>
<b>Objective Partly</b> <b>Achieved</b>	<b>OPA</b>	<b>OPA</b>	<b>OPA</b>
<b>Objective Not</b> <b>Achieved</b>	<b>ONA</b>	<b>ONA</b>	<b>ONA</b>