

Marking Policy

St Mary's Horsforth Catholic Voluntary Academy



"Happy together in God's family,
we love, grow and learn."

Approved by:	Aoibheann Kelly-Edwards	Date: September 2022
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The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, contractors and visitors to share this commitment.

St. Mary's Horsforth Catholic Voluntary Academy Marking Policy

Rationale

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. However, marking does not need to be an onerous task and can be completed within the lesson, where possible, to ensure it is manageable, meaningful and motivating.

Marking at St Mary's Horsforth CVA

At the start of every piece of work, the short date and the learning objective for that lesson must be written or typed. Teachers should ensure the learning objective is written in child friendly language.

In all subjects, a tick will be placed next to the LO if it has been achieved, and a clearly marked dot if it has not.

Teachers will mark in black pen and use the pre-cursive or cursive script as appropriate to demonstrate and model good handwriting.

Supply teachers must write supply on marked work.

From Year 1, green highlighters are used to highlight evidence of the LO being achieved, whereas pink highlighters will indicate to the pupil any next steps that can be used to address misconception or as a challenge to act upon at least every other lesson.

Teachers must also identify a selection of pertinent spellings to be corrected as appropriate to the child. These may include common exception words and subject specific spellings. In Key Stage 1 and where appropriate for children in Key Stage 2, these will be written by the class teacher and the child should write 3 times to practise the spelling.

Support, differentiation or challenge should be indicated through annotating this next to the LO. E.g. T (teacher support), TA (teacher assistant support), word bank, sentence stems or challenge.

Expectations for peer marking will be set with the children to ensure high standards of presentation. Work marked by children should be marked in green pen. Teachers must be diligent when checking the reliability and accuracy of self-marking to inform their decision as to whether a child has met the LO.

Children will edit and respond to marking within their work using green pen. Children will respond to next steps and challenges in their normal writing pen/pencil.

As further evidence for AFL in science, geography and history, pre and post subject assessments should be totalled and recorded at the top of page to show the progress children have made throughout a unit.

When using the squared mathematics books, children must write in pencil with one digit in each box.

Work should be marked using the signs and symbols below:

Sign or symbol	Action Required
sp	There is a spelling error on this line of your work. Please find and correct it.
^	Insert a missing word here.
P	There is a punctuation error on this line of work. Please find it and correct it.
CL	There is a capital letter missing, or you have used a capital letter incorrectly.
?	What do you mean here? Please review this section of work.
//	New paragraph needed.
/	New sentence needed.
G	Check for grammatical errors.
VF	Verbal feedback given.
PT	Pre or post-teach has taken place.
T / TA	Indicate next to the LO whether they have had teacher or TA support in class.
I	Work undertaken independently.

Self assessment grids can be used for extended writing as below. Upon completing a piece of extended writing, children should be given the opportunity to independently self or peer edit with the success criteria using their normal pen or pencil, prior to the work being marked. Green pen in this case should only be used when responding directly to teacher feedback.

Self-assess whether you have completed the objectives:	Me
I have used paragraphs to organise my ideas.	
I have used expanded noun phrases (e.g. This cheeky, selfish boy...)	
I have used coordinating conjunctions to join clauses (for, and, nor, but, or, yet, so).	
I have used fronted adverbials followed by a comma.	
I have used more adventurous vocabulary to describe Bradley rather than making simple choices.	
Challenge:	
I have a combination of different sentence types – some short and simple, some complex with additional clauses and some compound using conjunctions.	
Super Challenge:	
I have used parenthesis in the middle of a sentence to add extra detail. I have used the correct punctuation around it (brackets, dashes or commas).	