Christ Church CE Primary School

Marking Policy 2024 - 2025

Annual Review

Christ Church CE Primary
Marking & Assessment Policy

Christ Church CE Primary School is a Christian community founded on the core values of Friendship, Thankfulness, Peace, Trust, Forgiveness, Compassion and Hope

This policy gives guidance on the purpose, types and frequency of marking and assessment.

Policy Statement

To have any value, marking must improve the learning experience for the pupil. All marking must be set against the context of the Learning Objective or focus which at Christ Church is normally recorded as the title to a piece of work in a child's book (if the focus is not otherwise evident). The marking policy of the school aims to establish a reflective and interactive dialogue between the child, teacher and other adults. It must enable the child to contribute to the learning experience by helping them to make judgements about their own learning successes and needs, and reflect on the overall outcome of the work.

Purpose of Marking

Pupil

- To provide appropriate feedback to children
- To enable children to reflect on their learning and understand their next steps.
- To encourage children further in their learning
- To recognise and reward pupil achievement
- To improve a child's confidence

Teacher

- To assess and monitor
- To inform curriculum planning
- To identify when a child may need more support or challenging work
- To support dialogue between teacher, child and parents
- To measure progress

Frequency of marking

The staff agree that all work should be marked in some way, including worksheets. However, not all work needs the same level of annotation and some work will be acknowledged by a comment or using the editorial code for marking for KS1 and KS2. Where possible, 'live' marking and feedback should take place during the lesson with the child present to permit immediate feedback and to avoid misconceptions. As most work should be marked before the next session, it is vital that teachers keep up to date with marking. Any delay may result in a child perpetuating mistakes. This is particularly important with numeracy, which must be marked daily for this reason.

At times children may undertake a long-term project which may not be marked until the completion of the project. Children will be informed in advance if this is the case. Teachers will 'cast a glance' over any such on-going work to ensure it remains relevant and will satisfy the task.

The children can mark spellings and mental maths but the results will be recorded sensitively by the teacher. Teachers will mark in green ink only. Teachers will give next steps for pupils, based on an area for improvement if required. If another teacher in the school (other than a supply teacher) has marked the work, then the work should also be initialled.
Teachers will mark a weekly 'You're the Author' extended writing piece against the writing criteria assessment. They may give next steps to work on throughout the week in order to improve the next piece of writing if relevant.

Teachers will adopt the school's handwriting style throughout the marking as this provides a good model for children.

Teachers will ensure that the children who are unable to read are aware of their feedback. Children should be given opportunity to read and discuss the marking with the class teacher regularly, and join in with the setting of termly targets. This may be in class time or during a pupil conference. Wherever possible the children will be given opportunity to self-correct and edit their work. This will be part of the learning dialogue.

Types of Marking

Verbal Feedback

It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning. Teachers should aim to work with several groups of children/facilitate all learners throughout the week to ensure verbal feedback can be given.

Summative Feedback/ Marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this. (See 'Subject Specific Marking' for more information).

Formative Feedback/ Marking

Not all pieces of work can be quality marked. Teachers need to decide whether brief verbal feedback or a brief written comment will be given or given detailed attention. Acknowledgement should always relate to the learning intention.

Quality Marking/ Effective Feedback

Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and the next steps for the needs of the child.

When quality-marking teachers could:

1. Read the entire piece of work.

2. Indicate a focused comment linked to the learning objective, which will help the child improve their future learning.

3. Spelling, punctuation and grammar need not be marked in every piece of work (see subject specific guidance appendices) however level-related spellings should be corrected by the child where identified by the teacher.

4. Symbolic marking will be used in KS1 when marking; pupils need to be clear about what the symbols represent.

5.When possible and appropriate, children should be given a comment, which will extend their thinking.

Non-negotiables for Marking and Assessment

-Ensure the highest expectations at all times, children should show care and pride in work; if work does not meet expected standards, it must be repeated.

-Teachers facilitate learning by moving around all groups to move learning on, address misconceptions as they occur and assess next steps & presentation.

-Marking and feedback should be timely and follow the school's marking policy.

-Marking is to be carried out in green pen. Teachers should model neat handwriting.

-Basic SP&G errors and key vocabulary should be corrected in all pieces of work.

-All work must be dated and have an L/O.

-Worksheets should only be used to enhance learning. If worksheets are used they must be trimmed and glued in neatly.

-Assessment for curriculum subjects should be carried out throughout the topic informally and as a more formal assessment and at the end of the topic, the results of which should be recorded using the school's recording systems

-Assessment for reading, writing, SPAG, Maths and Phonics is carried out termly. Pupils' progress and next steps are discussed during termly pupil progress meetings.

Children's response to the comments

Self-Marking and evaluation

Children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided. Children should be 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, as a result of the feedback they have received.
All children should be given opportunities to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point. Children should be given the opportunity to evaluate their own work and that of their peers and provide suggestions for improvement.

Subject Specific Marking and Feedback

Teachers will mark curriculum subjects against the subject specific vocabulary that is planned for that week (including those words set out in topic knowledge organisers). Teachers will assess the correct use of the vocabulary and in the correct context. They should also mark spellings of these words where necessary.

Subject-specific assessment e.g. quiz; test; mind map is used to inform next steps.
Within certain subjects and or year groups, aspects of this policy may not apply or require further detail. The following guidance is in addition to the requirements of this policy.

Maths

In Maths all pieces of work should be marked, by the class teacher or TA.
Marking in mathematics will be used to correct errors, deepen understanding or used as a record of progress within the lesson. Children will mark in purple pen to show progress, address misconceptions and gain a deeper understanding.

Where possible instant verbal feedback should be given to students while teachers facilitate learning. Written feedback is used to show progress, correct errors and deepen understanding. Teachers are not expected to provide next step marking. Marking should be carried out as teachers and teaching assistants move around the classroom in order to identify children who require additional support and intervention. Children should be given time to make corrections to their work.

The marking editorial code should be used for marking.

An after session will be provided by a teaching assistant to provide additional support or opportunities for pre-learning. Pupils and tasks are to be identified and set by the teacher.

English

Teachers will mark English process books using the editorial code for marking in order for children to develop and improve writing before the 'You're the Author' extended write. Teachers can carry out 'live marking' to minimise misconceptions during the lesson.

You're the Author

Teachers should not edit or annotate the child's completed YTA as this is their final 'best' piece showcasing the outcomes from the week's work. Instead they should use the editorial code to mark a 'You're the Author' piece at the end of the work in order to give feedback for the final outcome with a development point for the following week's piece of writing if relevant.

The assessment grid for writing objectives should be used to assess each YTA piece, and each achieved objective should be ticked. Assessment should then inform next steps for the following week.

Computing

Pupils will have access to Purple Mash via their own login where work will be saved automatically in their own folders. Teacher will then have access to these folders in order to track progress, review work and assess pupils at each skill set. Teachers can make comments on the files by hovering on the pupil's work. Verbal feedback will also be provided through the sessions.

Science

Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment. Annotated photographical evidence can be used. The focus should be on the level of skill the child has used rather than the necessary outcome. Teachers should also refer to the school's Science Intent, Implementation and Impact policy.

In year 1 teachers will use a class book to record group outcomes and activities that the children have completed together with the teacher which may be annotated with any quotes from individual children.
Children in year 2 and above will be assessed through observations, outcomes and a formal end of topic assessment which will inform next steps.

In year 1, the teacher must use their professional judgement to assess the children through dialogue and observation, building up to a formal assessment when appropriate in the Spring term.

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.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:
Verbal Praise
Stickers (for EYFS only unless given by the Headteacher for exceptional effort or work)
Written annotations and observations (written notes or electronically) 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
Learning Journeys (shared with parents and colour coded to show progression)
Child-initiated activities will be annotated with the letters C.I.
Adult-led or directed activities will be annotated with the letters A.L; A.D
Supported work will be annotated with the letter S
Independent work will be annotated with I

Marking has the potential to be a powerful and useful ongoing diagnostic record of children's achievements that feed into future planning. It is also a very effective medium for providing feedback to children about their progress.

Editorial Code for Marking: KS1

Sounding out	
Letters are correctly formed	d b
Finger spaces	
Writing is neat and written on the line	
Full stops	●
Capital letters	ABC
Adjectives	
Conjunctions	∞

Editorial Code for Marking: KS2

Mark	Meaning
	Correct
	Incorrect
NS	Next Step
WS	Help has been given by a teacher or teaching assistant (with support)
	Spell this correctly (pupils may use dictionaries)
	Misuse or omission of capital letter or punctuation
?	Something doesn't make sense – check work carefully
//	New paragraph needed
^	Word missing / add effective word