



# St. Ethelbert's Catholic Primary School and Nursery

## Marking Policy

### Our Mission

*"I serve Jesus with my body, heart, mind and soul."*

*Serviam* means 'I serve'. Jesus Christ has taught us, 'it is more blessed to serve than to be served'. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment

Heart – because we teach love and respect for all

Mind – because we believe in excellent education

Soul – because we learn to pray and become closer to God as his children

### Our Values

Service Forgiveness Truth Faith Dignity Respect Tolerance Humility

#### AIMS:

- To make marking consistent throughout the school
- To ensure marking is age appropriate
- To ensure the learning objective and the criteria for success is shared with and understood by all
- To ensure pupils are clear about what they have done well and what they need to do to progress
- To give regular feedback to pupils about their work
- To ensure marking informs the review and evaluation of teaching plans
- To involve pupils in their own assessment and marking
- To make everyone aware of the marking code

#### IMPLEMENTATION:

- All work should be acknowledged.
- Pupils and staff use a coloured pen according to who is marking the work: Staff – Red; Pupil self-marking – Purple; Pupil peer marking – Green and noted 'Marked by...'
- Children can and should mark their own work and peers' work under the guidance of the class teacher
- Marking codes are used and displayed on the cover of core books as well as around the classroom:

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| <ul style="list-style-type: none"> <li>• <b>Marking codes:</b></li> <li>• I - independent work</li> <li>• A - aided work</li> <li>• PA - part aided work</li> <li>• UAE - unaided after explanation</li> </ul> | <ul style="list-style-type: none"> <li>Sp - spelling error</li> <li>V - Verbal feedback</li> <li>LOA - Learning objective achieved</li> <li>S - Supply or student teacher's lesson</li> </ul> | <ul style="list-style-type: none"> <li>✓ - correct</li> <li>○ ? • _ - indicates an error</li> <li>P - paragraph</li> <li>FS - Full stops</li> <li>CL - capital letters</li> <li>U - underline</li> </ul> |
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- Whenever possible, work should be marked with the child present, 'smiley' faces or suitable comments should be given for effort (this will often be verbally communicated which should be indicated)
- Staff should initially mark to the LO, but may also focus on individual targets
- Staff are not expected to mark all work developmentally every day
- Staff should developmentally mark the focus group of at least six in every lesson and one other group marked using the code (including TAs, students and other support staff. TAs to be given LO advice and guidance on how to mark the work if they are not confident)
- Every child's work should be developmentally marked and assessed at least once a week as a minimum requirement
- Staff provide opportunities for pupils to respond to developmental marking before the beginning of the next lesson
- Staff routinely provide opportunities for pupils to edit and improve their work
- Praise stamps and stickers may be used – but this is not developmental marking
- Pupils self-assessment 'Traffic Light' system to be used by the children to mark and evaluate their own work and understanding (Child friendly language) Red = not there yet. Yellow = understanding some parts. Green – I've got it
- Mistakes and errors can be addressed either verbally to individuals or during the plenaries
- Where marking codes are used to indicate errors of a similar type, no more than three errors should be indicated on the day's work (e.g. no more than three spelling errors, no more than three of a similar type of mathematical question)

- Erasers to be used at the discretion of the teacher, but errors are a learning point and not a problem

Deputy Headteacher  
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