



SAINT JOHN'S

# MARKING POLICY

Autumn 2021

Designated Member of Staff	Deputy Head Teacher
Committee with responsibility	Curriculum and Standards
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1	December 2021	

The Marking Policy at Saint John's CE Primary School is informed by Christian Values which underpin every aspect of the community's life and work, including the curriculum.

The following document will provide a guide for the staff of Saint John's CE Primary School and bring a degree of uniformity to marking throughout the school. The aim is to support teachers in having aspirational expectations of children.

At Saint John's we have identified the following criteria to facilitate 'outstanding' marking. Staff follow these criteria in order to ensure the best possible learning outcomes for all pupils.

1. All work should be marked (however there are some exceptions e.g. a draft DT design or a finished piece of work for display)
2. Marking, where appropriate, should relate to the lesson's learning objectives. Marking will inform staff and children of progress.
3. Wherever possible, marking is carried out during the lesson, to give pupils clear and immediate pointers about what they need to do to achieve that lesson's objectives.
4. Children are very familiar with the terms WALT and WILF and develop the skills of self and peer assessment. They are able to explain how teachers' comments in their books have helped them further improve their work.
5. Marking is regular.
6. Assessment is ongoing through well-focused questioning, marking and oral feedback. Comments will relate to celebrating successes and the next steps of learning.
7. When appropriate, gap tasks are used to give pupils a further opportunity to correct, improve or extend their work. These gap tasks should also be marked.

Finally, marking should also:

- ❖ Highlight significant errors and, if necessary, give the correct answer, eg. a spelling
- ❖ Encourage quality of work.
- ❖ Be time efficient as well as effective.
- ❖ Aid record keeping.
- ❖ be consistent throughout the school, allowing for age and ability of the children. See appendix 1.

## **Colour code**

Reception – The majority of feedback is verbal with stamps used to support marking.

Y1-Y6 teachers will follow the basic colour code:

Green=good

Red=next steps/improvements

Red (underlined or with a circled sp=spellings)

This applies to highlighting, teacher comments, smiley faces etc.

Where comments are meant as annotations, they do not need to be in the colour code.

Teacher comments should be age appropriate and will usually follow the principle of:

Positive comments in GREEN

Next Steps in RED

Stamps are used to label whether work was completed independently or with teacher or TA support. They are also used to show when verbal feedback has been given.

Traffic light stamps are used where appropriate to assess work.

Coloured stars are also available for use to denote good work.

## **WALT Slips**

Lessons WALTs are marked by both teachers and pupils for most lessons using the following colour coding: GREEN – fully understood ORANGE – partly understood RED – not understood

## **Self Marking**

Pupils use the traffic light system and may be encouraged to write comments or draw smiley faces as appropriate to age.

Children can edit in pencil/purple pen as evidence of self-assessment. However, purple pen is more obvious than going over work using same colour again, especially in extended writing.

## **Peer Marking**

Depending on the task and at an age appropriate level, children may be encouraged to assess a partner's work, as appropriate to age.

## **TA Marking**

It is often appropriate for the TA to write in children's books, using the colour code. This will help the teacher to assess the level of understanding of pupils who they may not have worked with during a lesson.