

Our Lady & St Joseph Catholic Academy

Whole School Marking Policy



We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning intentions and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each year within our school, that informs and influences our planning and which enhances children's learning.

Aims:

Effective marking should:

- Give feedback to children, inform them of their achievements and the next steps in their learning
- Relate to learning intentions and success criteria for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

Informal Formative Assessment

Teachers will also regularly give children verbal feedback during lessons.

Who?

We recognise the shared responsibility and accountability for every child's progress and so, teachers, TAs, peers and children themselves will have an opportunity to implement the marking policy.

When?

Where possible, marking should be done during the lesson or as close to the end of the lesson as possible. Children will be encouraged daily to refer to the targets and next steps following marking assessments.

Our Lady & St Joseph Catholic Academy Steps to Success in Marking:

1. Highlight the K/S in the appropriate colour:
 - a. Highlight the K/S in pink if it has been acquired- this notes that you are 'tickled pink' and they will be treated to a challenge at the end of the work
 - b. Highlight the K/S in green if it has partially been acquired- this tells the child they are 'green to grow' and should look at their next steps
 - c. Highlight the K/S in orange if it has not been acquired- these children will be supported in a guided group during 'reflection time'
2. Highlight two examples of how the child acquired their 'tickled pink' in pink
3. Highlight two 'green to grow' areas for development in green
4. Choose one 'shoot to success...' statement (this statement should either provide a reflective challenge or address an area for development highlighted in the child's work)
5. Shoot to Success should be differentiated three ways, allowing children to choose the right level to allow them to progress
6. If applicable, highlight one spelling error in orange. This should be a spelling that the child should already know how to spell through previous learning e.g. high frequency words, subject specific vocabulary

Reflection time will be provided for children to address their 'shoot to success' challenges and spelling errors either at the end of a lesson or at the start of the next lesson. As children arrive at school at 8.55am, they may be expected to look at their books and address their next steps before prayer time begins.

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This is my chance to make a difference to my learning progress and the progress of my classmates!

Question 1

Has the Knowledge(K)/Skills(S) been acquired?

If the answer is 'YES', highlight it neatly in pink- this means we are tickled pink with what has been achieved this lesson

If the answer is 'PARTLY or ALMOST', highlight it neatly in green- this means the learner is 'green to grow' and needs to develop further next lesson

If the answer is 'NO', highlight it neatly in orange- this means more help next lesson or another time

Question 2

How do I know the Knowledge(K)/Skills(S) have been acquired or almost acquired?

Find two examples of where the Knowledge/Skills have been acquired and highlight them neatly in pink- this celebrates great work! If there is no improvement needed, provide the learner with a 'Shoot to Success' challenge.

Question 3

What does this learner need to do next to improve?

Highlight two things that need improving in green and indicate to the child how they can move their learning on by improving on the work they have done.