



Cardinal Newman Catholic Primary School

Marking Policy



MISSION STATEMENT

To be a community of learners, believers and friends rooted in the values and teachings of the Gospel. We seek to enable every individual to develop his or her potential in the knowledge that they are uniquely created and loved by God.

Title:	Marking Policy
Policy Agreed:	November 2023

Statement of Principle

At Cardinal Newman School we believe that there are three key principles that underpin effective marking, it should be: Meaningful, Manageable and Motivating.

Aims and Objectives

In order to ensure that our marking/feedback is effective across the school we must assess whether it is:

- Consistent
- Read and understood by the children
- Acted on
- Used as part of the dialogue to improve learning progress
- Modelled by children when evaluating their own work

If all this is true then we will be able to produce evidence that Marking is having an impact on the quality and rate of learning and progress.

The Purpose of Feedback and Assessment




Why is effective Marking/Feedback important?

- To inform the teacher of a child's attainment and therefore to inform future planning
- To inform a child of how well they have done and what they need to do next
- To motivate a child through celebrating success

Marking at Cardinal Newman

Sadler (1989) suggests that there are certain things that students must know in order to make feedback effective: students must know what a successful end-goal looks like, how their current performance relates to the successful end-goal and what to do to close the gap between their current performance and the end-goal (Nicol and McFarlane-Dick, 2006).

For every lesson, where appropriate, teachers create clear Success Criteria which break down the steps to meet the Learning Objective.

	I	T	LSA
L.O. I can use a range of punctuation			
I can use possessive apostrophes correctly			
I can use commas in a list			
I can use full stops and capital letters correctly			

Circling the I, T or LSA indicates whether the child completed the task Independently, with Teacher support or with LSA support. Where children have received support, then 'live' feedback/marking is to be recorded by the person who supported the child.

Teachers/ Support staff are expected to move around the classroom giving Verbal Feedback. This is most powerful and has maximum impact when early intervention can identify successes and misconceptions against the learning intentions. Verbal feedback can give reassurance or a quick check on progress and enable the child to edit their work. The effect

of 'live' teacher comments can be seen in a child's response in moving on to the next learning step.

We encourage developmental marking/feedback. Teachers/ HLTA's should mark according to the learning objective at the end of every lesson.



A tick indicates that the child has met the Learning Objective

An arrow indicates that the child hasn't yet met the objective and will be followed by a comment suggesting how the child can improve

When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to children. Teachers exercise professional judgement about the level of written marking that is required. To ensure the effectiveness of the marking, time must be actively planned so the children can respond to the feedback.

In Early Years, Key Stage 1 and for some SEND pupils in Key Stage 2 a great deal of feedback will be given orally and therefore where work is recorded it should be evidenced with VF (verbal feedback). Symbols can also be used to remind children of their targets and next steps e.g. a thought bubble at the top of a page including symbols such as a full stop.

In Key Stage 2 corrections should be completed by the children in green pen. Children should write out spelling corrections/incorrect tense etc once in the margin. Punctuation errors should be corrected above the original word in the text.

We encourage teachers to use pupil self-evaluation (in pencil) and peer-evaluation (in green pen) but this can only work effectively when it is built into the culture of the classroom. It is incredibly valuable to develop children's own evaluative skills so that they can identify their own points for improvement. In order for them to do this they must have a clear understanding of the learning intention and success criteria.

Children may be rewarded for their efforts with stickers and house points which can be recorded alongside the Feedback/Marking.