

Darwen St James' CE Primary Academy

Darwen St James'
C of E Primary Academy



MARKING POLICY

Oct 2017

At Darwen St James' we recognise marking as an important aspect of Teaching and Learning.

Marking:

- Recognises and informs a child of his/her success, achievement and progress
- Informs future planning and learning

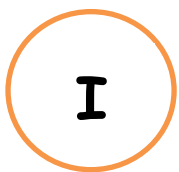
The purpose of marking is to focus on the children's successes and improvements that have been made, relating specifically to the learning objective and success criteria from that lesson.

The teacher does this through the use of a marking sticker (in English, Maths, Science and a skills based one in Cornerstones). On the marking sticker there will be group/differentiated objectives - Below expected, Expected and Greater Depth. These will be highlighted green for achieved and purple for next steps. When the teacher makes a written comment, it will reflect the purple highlight or a challenge blooms question to apply learning. Pupils will also show feedback through the colouring of a smiley/ ok or sad face and in KS2 can write a comment. Pupils will have time to reflect on marking and do Fix it Time at the start of English and Maths lessons.

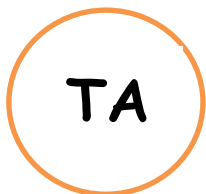
The following abbreviations are used to identify the level of support the child has received during his/her work.



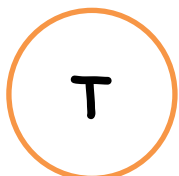
Word Bank



Independent work



Adult Support



Teacher Support



Verbal feedback

This marking process is applicable to all subjects, so that the children are able to review and reflect on their own learning.

When marking work, teachers to use green so that comments are easily identifiable.

If it's a Teacher or a TA led group, the piece may be marked with the children. All pieces of writing, guided and independent, will always have a written comment to ensure the children can further develop their writing skills. Other pieces of work will be ticked/dotted and stamped where appropriate, but no comment will be given, unless necessary.

Purple and green stamps to be used to show if the child has achieved, on their way to achieving or had difficulties achieving the lesson's learning objective.

Numeracy (As above)

No crosses will be placed on the children's work, but a dot is placed by the incorrect work. If needed, children correct the question(s) identified by the teacher.

When pertinent to the lesson, a green highlight will be placed under the calculation/number that the children have succeeded in.

At Darwen St. James, marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Our marking allows for self-assessment, where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence.

EYFS

Verbal feedback is used as an immediate tool to inform the child on their successes and the areas that could be improved. Written feedback is given in line with the marking policy, when appropriate. All progress is recorded and then in turn informs future planning.

SEND/EAL

Marking and how feedback is given will be determined by the individual needs of the child.

Marking Stickers

KS1

I am learning to...



I think...



Miss _____ thinks...

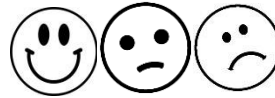


KS2

I am learning to...



I think...



Miss _____ thinks...