

**AMDG**



**STONYHURST**

**Academic Year 2019 – 20**

## **STONYHURST ST MARY'S HALL MARKING POLICY**

Name of Policy:	<b>Marking Policy</b>
Date of Policy Revision:	September 2019
Revised by	SMH Assistant Head (Primary Phase))
Approval Body:	SMH SLT
Date Approved:	September 2019
Date of next revision and by whom	Summer 2020 by Assistant Head (Primary Phase)
Location(s) where Policy can be found	<p><input checked="" type="checkbox"/> Yes ISI Portal</p> <p><input checked="" type="checkbox"/> Yes Stonyhurst Website</p> <p><input checked="" type="checkbox"/> Yes Intranet</p> <p><input checked="" type="checkbox"/> Yes Hard copies in the following rooms:</p> <ul style="list-style-type: none"><li>❖ Compliance &amp; Legal Support</li><li>❖ Headmaster's PA</li><li>❖ SMH Headmaster's PA</li><li>❖ Bursar's PA</li></ul>

## **SMH MARKING POLICY**

Marking and feedback are crucial to the assessment process and, if done effectively, can enable children to become more independent in their learning and confident to take the next step in their education.

### **Policy Principles**

Marking and feedback should:

- Enable children to become a partner in the marking and feedback process;
- Be consistent throughout the key stages, with set codes and strategies in place;
- Be seen by children as a positive means to improving their learning;
- Develop a culture which allows mistakes and risk taking;
- Be constructive.

### **Marking Code**

#### ***General:***

- Work in KS2 should be marked in green or purple;
- Work should be marked in a timely fashion so that it is clear to the children whether they are achieving the objectives and so that any errors in understanding can be corrected promptly. In FS2 and KS1, where possible marking should be carried out with the child or verbal feedback given. In all key stages, if verbal feedback is given, this will be indicated by VF;
- Where relevant, in KS1 and KS2, a circled I or G represents whether the work was completed independently or in a guided group;
- All comments should be constructive and the tone should always be positive;
- Comments should be made on the presentation of work if there are ways in which it does not comply with the school policy;
- Not all marking must include a score or grade. This is appropriate only when the children are aware that the task is an assessment;
- Comments should refer to the targets where relevant towards which the children are working, especially in English and maths;
- If a set of success criteria has been given prior to the task, comments should refer specifically to ones that the child has implemented successfully and indicate at least one that the child should take as a target for the next piece of work.

### **Subject specific Marking Guidelines**

#### ***English***

- A tick may be made next to a good example;
- A comment should be made at the end of the piece of work and should relate to a specific target based on the learning objective, if there is one;
- Comments should begin with praise for positive aspects of the work (for example evidence showing that the child has achieved one of their personal targets) and should also include a target for further improvement e.g. if the work has not been correctly paragraphed or has not included high level punctuation or connectives.

In KS1 and 2, this is in the form of two stars and a wish for an extended piece of writing;

- In KS1 any corrected words are written above mistakes and punctuation inserted as part of the marking process. From PP2 a maximum of 3 spellings are written for practice at the end of the piece of work where necessary. Write out 3 times;
- In KS2, mistakes should be underlined. The notation of Sp. (spelling), G (grammar), P (punctuation) should be used in the margin to indicate the type of error;
- The teacher should use their own judgement in deciding how many errors should be annotated. Too many and the child could become disheartened;
- In KS2, words which are incorrectly spelt and are considered to be appropriate for the child to learn should be written in green or purple at the end of the piece of work as a sign that the child should transfer these to their personal word book. Write out 3 times then in book.

### **Mathematics**

- A code is in use to indicate whether the L.O. has been achieved, is being worked towards or has not been achieved.

L.O√  
→ L.O.  
L.O. x

- Incorrect calculations are indicated by a cross. If a series of calculations are incorrect, due to an error in the child's understanding, it would not be appropriate to write a high number of crosses as this would be demoralising for the child to see;
- RTQ may be used or copying error;
- We ask that children do not rub our wrong answers but correct beside them;
- Next steps: are indicated by a staircase sign or a ratifa target area.

### **Other Subjects**

In the other subjects such as R.S. and I.P.C., the purposes of marking is mostly to show pupils that the teacher has checked that the work completed is of a satisfactory standard. Comments may be made to compliment the pupil on high standards – excellent work or improvements can be rewarded with credits. An exceptional piece of work may be rewarded with a QJP. Occasionally the work in these subjects may be assessed to ascertain whether the pupil has achieved the learning objectives for the unit or topic. This could be indicated by a target sheet or a written comment.

LDS