



MARKING POLICY.

SCHOOL INFORMATION

ST GEORGE'S LOWER SCHOOL

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KEY PRINCIPLES

1. All pupils will know their school targets and personal/aspirational target and these should be displayed in the classroom and at the front of their book/folder.
2. All classes will use a range of assessment methods to measure progress and identify targets for improvement. This will include formal assessments (based on examination style questions), peer and self-assessment and regular marking of classwork and homework.
3. Formal assessments will take place at least once per term and will be marked in detail using examination mark schemes and criteria.
4. Classwork and homework will be marked in detail at least once every week.

RESPONSIBILITY

- It is the responsibility of SLT, to ensure that all class teachers mark work on a regular basis, and keep clear and appropriate records. (PUPIL TRACKER)
- The quality of marking and feedback will be monitored by these staff via work scrutinises and reviews.
- This will involve looking at a selection of exercise books or work samples to evaluate the effectiveness of this policy.
- The outcomes of work scrutinises will be shared with individuals and may inform part of the appraisal process.
- It is the responsibility of the class teacher to ensure marking is of a consistent and accurate standard.
- Assessment data will be used to identify underachievers and intervention strategies should be led in departments.
- Moderation will be undertaken in school and with local schools to establish a consistent and accurate implementation of the new grading procedures. Emerging, developing, expected, mastery.

MARKING

1. **All work to be marked in detail** should follow the format of ‘two stars and a wish’.
 - Marking stamps are provided for the teachers to use.Supplemented work, which does not require detailed marking, can be marked with the provided stamps.
 - *Learning objective achieved.*
 - *Well done. Independent work*
 - *Verbal feedback given*

- 2 **Teacher marking** and feedback to be completed in **purple pen**.
 - a. *Two stars* -Include positive comments where appropriate, and explain why the work was good.
 - b. *The wish* - Even better if: write a specific comment about what needs to be done to improve the work, based on specific assessment criteria, objectives or their target.

- c. **Pupil feedback**,
 - Key stage 1 – response or editing to be completed in **a coloured pencil**.
 - Key stage 2 - response or editing to be completed in **green pen**.

(To instill consistency with the Middle School expectations.)

Student comment:

- Pupils must have the opportunity to comment and act on the targets set.
- Detailed verbal feedback should be acknowledged by a verbal feedback stamp or a pupil comment noting what was spoken about
- Time should be allocated in lessons for this to take place.
- It is expected that the pupil engages with the teacher feedback and their response should be evidenced.
- This is essential to maximise the impact of marking and in making marking a productive dialogue between teacher and pupil.

3 Marking for Mathematics should be identified throughout the week.

Pupils should identify in their books whether the work is:

- I =independent (without help, displaying resilience and mastery of the concept)
- SM= Self marked
- PM= Peer marked
- SC= Self corrected

Detailed verbal feedback should be acknowledged by a verbal feedback stamp or a pupil comment noting what was spoken about.

ASSESSMENT

At least once per half term assessments in Science, reading, writing and Mathematics must be identified and implemented. The assessment results must be collated and updated on the school pupil tracker.

At least once per half term an extended piece of writing should be identified for literacy marking. A minimum of 1 paragraph should be marked using the literacy targets.

Shield writing – once a week may inform planning and update pupil targets on a regular basis.

4 Homework should be set and marked as per the school policy.

Homework should be labelled H/W in the margin or on top of the relevant sheet.

Parents should be kept informed if pupils do not complete homework as per the schools follow-up systems.

5 Good work and effort should be rewarded using the school reward system.

6 All staff should keep records of the progress of individual pupils. These records should show the results of a range of homework, classwork and assessment tasks and should form the basis for reporting attainment and progress to parents, department leaders and SLT.