

St. Joseph's Primary School



MARKING *for* **IMPROVEMENT** **POLICY**

Reviewed: October 2017
Ratified by Governors:
To be reviewed: October 2019

Rationale

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. This marking policy is in line with the school's agreed assessment policy.

St. Joseph's Primary School Mission Statement

- * **S**urround ourselves with a happy and secure learning environment for all.
- * **J**oin together the home, the school and the wider community.
- * **P**romote academic and cultural excellence amongst our pupils.
- * **S**upport and provide for every pupil's individuality.

In St. Joseph's Primary School, assessment is viewed as an integral part of effective learning and teaching. This marking policy relates directly to our school mission statement and assessment policy and aims to support teachers, pupils and parents in the marking of pupils' work so that each and every pupil in our school can achieve his/her full potential.

Purpose and Aims of the Marking *for* Improvement Policy

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback to children. All members of staff are expected to be familiar with the policy and to apply it consistently in the marking of children's work.

A marking for improvement policy helps to promote consistent standards of marking across the school.

It is important to provide constructive feedback to children, focusing on successes achieved against **learning intentions and success criteria**. This enables children to reflect on the learning achieved and helps them to understand how they can close the gap between what they can currently do and what we would like them to be able to do.

- Marking for improvement is a positive reinforcement of what the pupil has achieved.
- Marking for improvement indicates the strengths and weaknesses within a piece of work as well as indicating how a pupil can improve their achievements in future pieces of work.

- Marking for improvement is an effective way of keeping the pupil focused on the agreed learning intentions and encourages self-assessment and self-correction.
- Marking for improvement demonstrates the value and respect due to children's efforts.
- Marking for improvement provides an indication to parents about their child's progress.

At St. Joseph's Primary School marking will take on several forms:

Oral Feedback: so that children receive immediate feedback. This feedback should focus upon the successes, areas for development and target setting for the future.

Formative Feedback: This focuses on the learning intention and is designed to so that the positive achievements of pupils will be recognised.

Diagnostic: This focuses on the positives and the areas for development within a piece so the strengths and weaknesses of pupils can be identified.

Summative Feedback: This focuses on closed tasks or exercises so that the overall achievements of pupils may be recorded in a systematic way.

Evaluative: so that the information gained about pupils' achievements may be used by teachers to inform future learning and teaching and curriculum planning.

Marking for Improvement: This gives pupils the opportunity to respond to feedback given and make improvements in their work. Teachers can use a variety of ways including:

- Yellow box marking
- Reflective time when children are encouraged to read teacher's comment and make improvements to their work at given times in the day/week
- DIRT Time (Directed Independent Reflective Time) to ensure learner reflection

Implementation

We at St. Joseph's Primary School have agreed the following approaches towards marking for improvement:

- Marking needs to be completed regularly, kept up-to-date, and returned promptly to pupils.
- Pupils need to understand marking, both the success criteria for marking as well as the comments awarded.

- Marking should include comments, not just ticks. The comments should be encouraging and should reflect the learning intention (WALT) as well as the success criteria (WILF).
- Comments should give pupils some indication of how they could improve their work through yellow box etc.
- Pupils should be given time to respond to teacher, peer or self-assessment in Literacy and Numeracy and to make improvements to their work.
- The amount of marking should be manageable for teachers.

Marking and Feedback in the Foundation Stage

Within Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations
- Annotation of children's work

Teachers in the Foundation Stage have agreed a Foundation Stage Marking Code (see Appendix 1).

Approaches to Marking

Guidelines for Marking

The following guidelines are minimum requirements and are expected to be adhered to by all teachers.

Literacy and Numeracy

- All work should be marked.
- A minimum of one in every third piece should have a quality comment.
- Comments should be detailed and (as much as possible) be related to the WALT and/WILF. Comments should be dated and initialled.
- Comments should be written clearly. All teachers should use legible writing.

'Well done', 'Very good', 'Excellent' or 'V.G.' on their own, are not considered constructive feedback. These types of comments should be extended. For example, if a child has completed an exercise in report writing; 'Very good closing statement in this piece' would be a more constructive use of the term.

- The marking for improvement strategy of *Yellow Box Marking* has been agreed in classes from P3 – P7 in Literacy and Numeracy.

Should spelling, grammar and punctuation be corrected in all subjects?

Spelling, grammar and punctuation will not be corrected in all work if we are marking towards the learning intention for the lesson. Correcting every error would be extremely time consuming and possibly demoralising for the pupil.

If a pupil has consistently misspelt an important key word, it should be corrected e.g. when studying the topic of electricity in WAU lessons, children would be expected to spell the technical vocabulary correctly (conductor, insulator, current etc.) In literacy it would be likely that the spelling, grammar and punctuation would be touched upon in the teacher commentary.

Other areas of the curriculum

- One substantial comment in every child's book per topic (This can be completed during the topic or after the topic has been completed).
- All other work should be ticked, initialled and dated by the teacher.

Homework

P1 – P4

- Homework should be marked weekly. A detailed comment will be made and the work will be dated.

P5 – P7

- Homework should be marked daily and dated.
- All individual questions should be corrected either by the children or the teacher.
- One substantial comment per week (How and when this is done is at the discretion of the teacher).

Self and Peer Assessment

All teachers use self and peer assessment across the curriculum areas. The children are able to assess their work by compiling a list of success criteria at the beginning of the lesson with the teacher and checking their work against these criterion when they have finished. This will be done in the form of W.I.L.F. (What I'm looking for).

Children should have the opportunity to carry out this form of assessment in all subjects.

Monitoring and Evaluating

Marking will be monitored through book lifts carried out by the Principal, Vice-Principal, Literacy/ Numeracy co-ordinators or key stage co-ordinators each term in line with the School Development Plan.



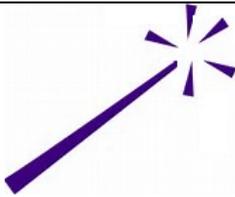
St Joseph's Primary School, Lisburn

Marking Code Foundation Stage

Teachers/teaching assistants will make use of the following symbols when marking pieces of work, taking into consideration the success criteria of a lesson/ activity (WILF).

Teachers will also mark with more detailed comments at least 1 in 3 pieces of work – as in line with the School Marking Policy.

The following code will be shared with all pupils so that they can have a fuller understanding of their learning and what they can do next to make improvements (at an appropriate level of detail).

Symbol	Meaning
	<p>Smiley Face</p> <p>The child has met the success criteria (WILF) of the task confidently.</p>
	<p>Finger Space</p> <p>Remember to take a 'finger space' between words when writing a sentence.</p>
Oops...	<p>Oops...</p> <p>The child has become a little mixed up in completing the task and has not achieved the learning intention or met the success criteria. This will be discussed and guidance given to make improvements.</p>
	<p>Talking Together</p> <p>The teacher and the child have discussed their work – what they think they did well and/or what needs to be done to make improvements.</p>
	<p>My wish is...</p> <p>The teacher uses this symbol to indicate what the pupil should do now as the next steps in their learning (extending this also) – this can be letter/number formation, key words etc.</p>

Once a week on average, pupils will use the following symbols to self-assess their learning



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