



St. Theresa's  
Catholic Primary School



**BARNET**  
LONDON BOROUGH

## ST. THERESA'S CATHOLIC PRIMARY SCHOOL

# Assessment & Marking Policy

### Our Mission Statement

At St. Theresa's School  
We learn together  
We play together  
We pray together  
We grow together in the love of God.

Date of policy review: July 2019

Next review: July 2021

Policy written by: Linda O'Melia  
Policy reviewed & passed by: Governing Body  
Key person responsible: Linda O'Melia



## **ST. THERESA'S CATHOLIC PRIMARY SCHOOL** **ASSESSMENT AND MARKING POLICY**

### **Vision**

Marking is a powerful tool in assessment of and for learning. It should form an essential part of teaching and learning.

### **Introduction**

Marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve. Marking will also encourage the child to look at errors in a positive manner. This is in line with the school's positive approach to self assessment. Ideally all work should be discussed and marked with the child present whenever possible.

### **Aims**

**At St Theresa's Catholic Primary School we mark in a manageable and sustainable way to**

- Improve a child's confidence and self esteem
- Celebrate and recognise achievement
- Provide constructive, accessible feedback to children about their work
- Encourage and involve children in the reflection of their current learning and to set targets for future learning
- Assess and monitor the children's learning and provide information for future planning
- Develop the children's responsibility for their learning
- Model and encourage progression of children's ability to peer and self assess honestly

**At St Theresa's Catholic Primary School marking should take some of the following forms, as appropriate to the work**

- Marking and feedback should be related directly to the learning intention/success criteria
- All teachers need to use symbols to be understood by the class they are working with. These symbols should be shared with the children and displayed in the classroom
- Positive comments and guidance to pupils to moving their learning forward
- Pose an open question in green pen specifically related to the learning intention to think about next steps
- A correct example given by the teacher
- A request to do some corrections
- Verbal feedback to be acknowledged in books
- Use the visualiser and mini plenaries to model and share good examples
- Informing child of mistakes in work e.g. maths, but asking child to identify the incorrect sums rather than pointing them out.

### **Notes**

Teacher's handwriting needs to be legible and in line with the handwriting policy as a model for the child. Marking should be done in red pen.

Stickers may be used to give targets, comments, instructions or questions.

Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on and incorporated into the planning.

When needed, 3 spellings can be picked out and the child asked to write it correctly 3 times at the bottom of the page.



High standards of Literacy should be the expectation across all subject areas and children can be asked to correct grammatical errors in any piece of written work not just in their English Books.

### **Detailed Marking**

#### **In RE, Literacy and Numeracy**

- Detailed teacher's marking should focus on the learning intention and agreed success criteria for the task. Quality feedback should be the focus rather than quantity/length of written comments.
- Guided activities are marked by the teacher or TA at the time the work is carried out with the child present. This can be verbal or written according to task
- Work is marked in red and green (see marking code)
- The emphasis should be on both successes and improvements. Comments should encourage children to extend their thinking. In maths, the ways forwards comment may take the form of a challenge.
- Ways forward or "remember to" comments should be included and made explicit in red pen. Questions to extend the child's learning, promote critical thinking, ask children to reflect on or edit their own learning or clarify specific points should be written in green. Children must answer these questions in purple. Teachers should also be conscious of checking the quality of peer and self assessments made by children

**At the bottom of a piece of work the following codes will be used:**

<b>TA</b>	<b>Teaching Assistant</b>
<b>SA</b>	<b>Self Assessment</b>
<b>PA</b>	<b>Peer Assessment</b>
<b>VF</b>	<b>Verbal Feedback</b>
<b>TP</b>	<b>Worked with Talk Partner</b>
<b>S</b>	<b>Supply + Initials</b>

### **Self Assessment**

**There are opportunities for children to self-assess in all lessons.**

**In Foundation Stage self assessment will take the form of**

Thumbs up	I am confident with this learning
Thumbs to the side	I need more practice with this learning
Thumbs down	I am not confident with this learning

### **Peer Assessment**

There will be occasions when the children will mark each other's work and they will do so using the agreed success criteria, mark code and taught guidelines. This will look different in each key stage. Purple coloured pencils will be used in line with the marking code. Children will be encouraged to evaluate the work of their peers positively and provide suggestions for improvement. The formative comments will be written in pen or pencil.

### **Follow up to marking**

Follow up is essential after marking; it is the **crucial** element

Adults will plan time for children to:

- Look at quality marked work
- Respond to comments with time to edit and improve
- Children must respond to marking immediately or as soon as possible
- Teachers will then need to initial and tick the child's responses to acknowledge it has been checked and that pupils' thinking has been challenged. A dot should be used if the responses are inaccurate. Misconceptions must be addressed and then the teacher can tick and initial the second green pen response.



### **Marking Codes for Foundation Stage**

**In the Foundation Stage marking and feedback strategies include:**

- Verbal praise
- Stickers and stamps
- Written annotations, short and narrative observations(written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play and work

**Adults will also use the codes discussed previously under “Adults Marking Work”**

**See appendix for Marking Codes for Key Stage 1 and 2: Literacy and Numeracy**

### **Expectations**

All pieces of work in books should be acknowledged in line with the appropriate approaches listed in this policy i.e. either teacher **marking/feedback**, peer marking or self assessment

### **Monitoring and Evaluating this policy**

Children’s workbooks will be monitored by the SLT and subject leaders with written and verbal feedback given to individual members of staff.

Reviewed: December 2017

To be reviewed again: December 2018