



**St Bonaventure's Catholic Primary School
Egerton Road,
Bishopston
Bristol,
BS7 8HP**

Marking Policy 2017

Policy Owner	Headteacher
Governing Body Committee	Standards
Version no.	4
Issue Date	
Last Review Date	12.07.17
Next Review Date	Term 6 2017/18

This policy is available at
<http://www.st-bonaventures.bristol.sch.uk/>

Version History

Version	Date	Page	Description of Change	Origin of Change
Draft 1	02/12/11	All	Update	Lucille Charles
2	28/11/13	All	Date changes, spelling mistake	Sophie Jowett
3	05/05/15	Appendix	Minor typos, word changes	Niki Hawke
4	17.5.16	All year groups	Changes to expectations for English and Maths marking in light of new curriculum expectations	Alex Parry, following SLT meeting
5	03/ 05/17	Appendix	Changes to English targets	English lead following SLT meeting



Vision

At St. Bonaventure's Catholic Primary school we strive to be the best we can; guided by the light of Christ.

Rationale

St Bonaventure's considers that all children's work is valuable and should be treated with respect. Marking is to be undertaken to support and encourage the child in their efforts so that continuous progress is maintained.

Aim

Effective Marking:

- Gives children feedback about strengths and weaknesses in their work.
- Rewards and encourage effort and progress
- Identifies individual children and groups who need specific help
- Provides a record of progress
- Helps other adult/parents understand strengths and weaknesses
- Informs future planning

Guidelines

- Marking should be related to clear learning objectives which are understood by the child.
 - Marking should be legible and clear in meaning.
 - Children's achievements need to be celebrated in order to motivate and encourage.
 - Comments need to identify the next steps in the child's learning.
 - Time needs to be built in to lessons in order for children to read marking and respond to it.
 - Work needs to be marked promptly so the child is aware that the outcome of every task is considered to be important.
 - Teachers need to follow the agreed approach in each subject and use strategies for their particular year group as set out in appendix.
- ⚡ Verbal feedback will be denoted in all subjects by VF.



This policy will be reviewed annually.

Agreed and signed off by the full governing body on 12 July 2017
Next review: Term 6 2017/18



Appendix to Marking Policy

Year group	Subjects				
Foundation stage	<ul style="list-style-type: none"> • Child initiated tasks will be indicated with CI. Adult initiated tasks will be indicated with AL. • Work will be dated by the adult. • The feedback given to Foundation Stage pupils will mostly be verbal at the time of the activity however written comments might be used in pupils writing books to inform the teacher of next steps. • Smiley face/stars/stickers will be used to reward effort and achievement. 				
	English	Maths	Science	RE	Other subjects
Years 1 & 2	<ul style="list-style-type: none"> • Once a week a longer piece of writing will be marked using the following strategies: Star stampers indicate good elements of writing & reflect success criteria/LO. Written feedback to be provided to identify next steps. • Correct punctuation errors where appropriate. • Attention will be drawn to incorrect formation of letters by circling and pupils will be encouraged to practise. • Use of good work stamps/stickers/smiley faces to reward 	<ul style="list-style-type: none"> • Correct work will be ticked. • Incorrect work will be identified and pupils will be given the opportunity to respond. • Number reversals will be corrected. • Conferencing will be used whenever possible. • Adult supported work will be identified. • Quick response marking will be used to inform planning and immediate intervention opportunities 	<ul style="list-style-type: none"> • Objectives are linked to N.C and smart AT1 objectives (stickers can be used to save time) • Scientific language is used always • Children reflect on previous science learned and respond to teachers marking • Evernote is used especially when evidence of work done does not appear in books and can be used for: <ol style="list-style-type: none"> 1. Pupil conferencing 2. Pictures of work done 3. Short (5-10sec) videos etc... • Evidence of diagrams and data and their interpretation where appropriate • Mark to the objective • Adult to scribe for pupil if appropriate. 	<ul style="list-style-type: none"> • All recorded outcomes will be marked. • Marking will focus on the learning objective. • Where possible marking will provide the pupil with an opportunity to engage, usually through the use of a reflective question linked to the LO. • Pupil's attitude and response to the topic might also be commented on. 	<p>To be marked in line with literacy:</p> <ul style="list-style-type: none"> • Focus on the learning objective and the skill. • Correct spelling of up to 5 specific topic words.



	<p>effort and achievement.</p> <ul style="list-style-type: none"> • Target pencil to identify next step. Stickers to identify if target is met. At least one positive comment (2 stars and wish for year 2). • Adult supported work will be identified. 				
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	English	Maths	Science	RE	Other subjects
Years 3 & 4	<ul style="list-style-type: none"> • Once a week a longer piece of writing will be marked using the following strategies: Star stampers indicate good elements of writing & reflect success criteria/LO. Written feedback to be provided to identify next steps (2 stars and a wish – wish provides target for next piece). • Omissions will be denoted with ^ • Punctuation errors, at the teacher’s discretion, will be circled. 	<ul style="list-style-type: none"> • Correct work will be ticked. • Incorrect work will be identified. • Adult supported work will be identified. • Quick response marking will be used to inform planning and immediate intervention opportunities 	<ul style="list-style-type: none"> • Objectives are linked to N.C and smart AT1 objectives (stickers can be used to save time) • Presentation should be commented on with due consideration to purpose and ability of pupil. • Mark for process and factual scientific understanding shown in oral and written work. • Scientific language is used always • Where appropriate teacher add a further ‘challenge’ question (this can be generic) • Children reflect on previous science learned and respond to teachers marking • Evernote is used especially when 	<ul style="list-style-type: none"> • All recorded outcomes will be marked. • Marking will focus on the learning objective. • Where possible marking will provide the pupil with an opportunity to engage, usually through the use of a reflective question linked to the LO. • Pupil’s attitude and response to the topic might also be commented on. 	<p>To be marked in line with literacy:</p> <ul style="list-style-type: none"> • Focus on the learning objective and the skill. • Correct spelling of up to 5 specific key words.



	<ul style="list-style-type: none"> • // will be used to identify a paragraph break • Pupils will be given the opportunity to read through their work and marking comments and self correct/edit • Use of good work stamps/stickers/smiley faces to reward effort and achievement. • Task sheets indicate task / LO and space for child's target. Targets shouldn't be set more than 3 times in a row (after that guided teaching / intervention) 		<p>evidence of work done does not appear in books and can be used for:</p> <p>Pupil conferencing Pictures of work done Short (5-10sec) videos etc...</p> <ul style="list-style-type: none"> • Mark to the objective • Diagrams and data gathering is used with children's interpretation where appropriate 		
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	English	Maths	Science	RE	Other subjects
Years 5 & 6	<ul style="list-style-type: none"> • Once a week a longer piece of writing will be marked using the following strategies: Star stampers indicate good elements of writing & reflect success criteria/LO. Written feedback to be 	<ul style="list-style-type: none"> • Correct work will be ticked. • Incorrect work will be identified. • Adult supported work will be identified. • Quick response marking will be used to inform planning and 	<ul style="list-style-type: none"> • Mark to the 'smart' objective • Presentation should be commented on with due consideration to purpose and ability of pupil. • Mark for process and factual scientific understanding shown in oral and written work. • Objectives are linked to N.C and smart AT1 	<ul style="list-style-type: none"> • All recorded outcomes will be marked. • Marking will focus on the learning objective. • Where possible marking will provide the pupil with an opportunity to engage, usually 	<p>To be marked in line with literacy:</p> <ul style="list-style-type: none"> • Focus on the learning objective and the skill. • Correct spelling of up to 5 specific key words



	<p>provided to identify next steps. (2 stars and a wish – wish provides target for next piece).</p> <ul style="list-style-type: none"> • Pupils will be given the opportunity to read through their work and marking comments and self correct./edit • Omissions will be denoted with ^ • Punctuation errors, at the teacher’s discretion, will be circled. • // will be used to identify a paragraph break. • Target met stamps to be used. • Task sheets (as above). • Writers checklists – adult approved (must have verification of pupil’s section) 	<p>immediate intervention opportunities</p>	<p>objectives (stickers can be used to save time)</p> <ul style="list-style-type: none"> • Mark to the objective • Diagrams and data gathering is used with children’s interpretation where appropriate • Scientific language is used always • Children reflect on previous science learned and respond to teachers marking • Where appropriate teacher add a further ‘challenge’ question (this can be generic) • Evernote is used especially when evidence of work done does not appear in books and can be used for: Pupil conferencing Pictures of work done Short (5-10sec) videos etc... 	<p>through the use of a reflective question linked to the LO.</p> <ul style="list-style-type: none"> • Pupil’s attitude and response to the topic might also be commented on. 	
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