

St Peter's C of E Academy
Marking Policy

As a church school, we believe that '**Giving children the keys to unlock their future**' will enable all pupils to flourish within our care and achieve their full potential. This is underpinned by the words of Jesus:

"I have come that they may have life, and have it to the full." (John 10:10)

"I will give you the keys to the kingdom of heaven." (Matthew 16:19)

The procedures found in this policy are affected by the current COVID 19 restrictions. This policy should therefore be read in conjunction with the St Peter's C of E Academy Risk Assessment and School Reopening Plan.

Successful marking and communication with children show them that their work is valued and respected. It enables children to progress with their learning as well as identify future targets.

Why mark?

Children's work, including home learning, is marked because it:

- Motivates children
- Aids continuity and progression throughout the school
- Helps develop children's skill of self evaluation
- Identifies what children can and cannot do
- Shows if they have understood the work
- Informs future planning
- Identifies future pupil targets

How we mark

There has recently been a desire to reduce the time spent on written marking and feedback in order to reduce teacher workload. Our marking procedures were developed with reference to the government toolkit on 'Reducing Workload' and used a DfE exemplar approach. The approach involves the adults working with groups of children during a lesson to provide quality, focused feedback to develop their learning. The other children work independently of an adult. During a week all the pupils have an opportunity to work in a group with the teacher.

Guided Groups

- Adults working with guided groups should signify this by labelling pupil books with
 - T in a circle when working with a teacher
 - TA in a circle when working with a TA, at the top left piece of work.
 - TT in a circle when working with a trainee teacher
- During the guided session, adults may annotate children's books to reflect their intervention where useful and/or relevant.
- Annotations make take the form of modelling, prompting, correcting etc. Annotations should not be extensive or contrived and should not be written if they are burdensome and do not impact on learning.

Date issued: Jan 2021

Start Review by: November 2022

Custodian: SLT

Adopted: Jan 2021 LBM

St Peter's C of E Academy
Marking Policy

- Adults should initial at the bottom of the child's finished piece (bottom left) and a stamp if desired.

Children working independently of an adult

- Children working independently of an adult should signify this by labelling their books with an I in a circle at the top left of the piece of work.
- These children will have their books 'marked' after the lesson and there are 3 possible actions:
 1. Acknowledge with stamp
 2. Minor corrections and stamp
 3. Feedback/action required, use **red asterisk and DM sheet**. (Feedback will predominantly involve further teaching, guidance or support but may involve setting further challenge or celebrating and sharing excellent achievement.)

Additional ways to praise children's learning

- **Highlighter Pen:** used to highlight elements of pupil work that is particularly impressive when considering the child's individual attainment and expectations. Any colour can be used!

Further information on marking and assessment is found in the Assessment Policy.

COVID Annex

During times when we reducing the transmission of the COVID virus, we are modifying the way in which feedback is given to children. In order to reduce possible cross infection, the vast majority of feedback will be verbal.

Where children are learning from home, either remotely as part of a planned lockdown or through self-isolation, work will be acknowledged through Class Dojo or Tapestry platforms. Some feedback will be given to children but may be in the form of group feedback to the class, where relevant.