



Reviewed by Governors	15/09/2020	Signed: <i>Pam Menn</i>
Next Review date	2022	

Key Stage 1 MARKING POLICY

The policy for marking at Holy Family is underpinned by our Catholic ethos and our school mission statement.

**Jesus said “Let the children come to me”.
We live and learn and love in His way.**

At Holy Family Catholic School marking always prompts improvement for the next task.

The main reasons for marking are:

- to act as an assessment record which highlights where learners have met the success criteria
- to provide a point for **action** which will enable the learners to move forward.
- To support the target setting process
- To enable the learners to engage in peer and self assessment

Used effectively it can:

- Enable learners to understand how they can achieve their God-given potential.
- Help the learner to become a better learner by giving a clear picture of what he/she has done, and what he/she needs to develop;
- Help the learners to reflect on their own learning by assessing achievements against clearly defined learning intentions and success criteria;
- Enable the learners to provide constructive criticism to peers;
- Give recognition and praise for achievement;
- Provide feedback to the learners, and feed forward to the next learning task;
- Enable parents to understand their learners' strengths and weaknesses;
- Identify targets for individuals or groups of learners;
- Ensure regular dialogue about learning between peers;
- Ensure regular dialogue between teacher and learners;

- Suggest individual strategies for improvement

Marking will be effective in the classroom when:

- It is manageable;
- It related to learning intentions which are shared with the learners and criteria for success are understood;
- Teachers focus on certain aspects of the work, not attempting to assess everything, and provide constructive points for development;
- Effort is recognised as well as quality;
- Learners are given time to reflect upon and respond to point for development; this enables learners to become reflective learners and helps them to close the gap between what they can currently do and what they potentially could be able to do;
- It is given **promptly** and **regularly** to learners;
- The language used is **consistent, unambiguous**, and appropriate to the learners' maturity;
- Learners understand their achievement and know exactly what they must do next to make progress;
- There is a consistent approach throughout the school, in line with the overall policy on assessment, recording and reporting;
- It supports the target setting process and is an integral part of that cycle;
- The principles of the marking process can apply to all age groups.

'Marking has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement.'

- In key stage 1 as much marking as possible is completed with the children. In year 1 and RWI **all** work is marked alongside the child. In year 2 teachers sometimes 'prepare' the marking, making notes and then work alongside the child to have a dialogue about the piece of work.
- Marking is completed with a green pen or alternative colour.
- At the end of every piece of writing the child is given a target in the form of a stamper. Stampers are always used as part of the marking dialogue **with** the child. (see appendix 1) In RWI, a target stamper is always used on long pieces of writing and where appropriate on other activities. Only one target to be identified in each piece of work, teacher will decide which target will have the greatest impact on progress.
- If children have not been successful in meeting the learning objective they are given an action to complete. Often children are given the same action and they can then be supported as a group.
- Teacher to underline word in green if teacher has pointed out incorrect spelling to child while child is writing. Child then corrects above.

- ^ is put in green pen if teacher has pointed out a missing word while the child is writing. Child then inserts word.
- Marking may include a 'close the gap' prompt.

Either:

In the form of a **Reminder** - e.g. How do you think the dog felt?

In the form of a **Scaffold** - e.g. Describe the expression on the dog's face, do you think he was annoyed?

OR He barked _____ly, feeling that he had lost the chase.

In the form of an **Example** - e.g. Choose one of the suggestions:
He couldn't believe his eyes.
He ran around feeling very angry.

- Most pieces of writing will have some spelling corrections and letter formation to practise. Incorrect letter formation is underlined. The teacher will write the correct spelling above the word and pupils then write the spelling correctly once at the end of their work Spelling corrections are based on year group expectations but where a child is meeting these expectations then more challenging spelling corrections are given. In key stage 1 letter formation corrections are always supported. All corrections are completed before the next piece of writing.
- As part of the marking dialogue with the child, successes are starred.
- Each piece of work must be dated this includes RWI work.
- In key stage 1, children are supported to peer mark as a group. They are then encouraged to use these skills to edit their own work.

Presentation

When writing in their books at school all learners must do their best writing.

Children always leave a line between each line of writing to enable them to proof read and edit their own work. Editing/improving is completed on the blank line above.

Learner's workbooks should be of the highest quality in terms of their appearance. Labels on the front of books are always typed with child's name and subject.

When mistakes are made – children should use one single straight line, eg. ~~scout~~, in pencil with a ruler to cross it out. They should not scribble out or use rubbers as mistakes need to be seen.

Numeracy

In Numeracy a (v) will be used for correct calculations and answers. Wrong answers will be demarcated with a dot . (not a cross) Teachers may circle parts of an answer at the point of

error. When a child makes an error in a calculation the whole calculation is rewritten underneath the work. If the child gets everything correct they are given a challenge.

Specific guidance in marking Read Write Inc. activities

Activity 4: Spelling test

Purpose: To spell words correctly

Marking: Children mark with guidance from their teacher or teaching assistant

The teacher writes the word on the board.

Children tick each sound spelt correctly and correct errors with a red pen.

Activity 5: Hold a sentence

Purpose: To use correct spelling, punctuation and word order

Marking: Children mark with guidance from their teacher or teaching assistant

The teacher writes the sentence on the board.

With a red pen children:

- Tick correct and insert missing punctuation
- Tick words spelt correctly and correct words with sounds spelt incorrectly (av
- Insert a missing word with an upturned V

Activity 6: Build a sentence

Purpose: To use new vocabulary in a sentence

Marking: Respond verbally to children's word choices during the lesson.

- Tick adventurous vocabulary, including the Build a sentence word.
- Write correctly above misspelt Red Words that you expect children to spell correctly.
- Use ^ to indicate that a word or letter needs inserting
- Avoid correcting spellings of adventurous words containing graphemes not yet taught.

Activity 7: Editing for spelling and punctuation

Purpose: To develop editing skills relating to spelling, punctuation and word order

Marking: Children mark with guidance from their teacher or teaching assistant

The teacher writes the sentence on the board.

With a red pen children tick each corrected error and inserts any missed words or letters.

It is important that when the children are marking work themselves teacher checks this and supports where needed until the child can independently follow marking instructions.

Target Stamps for Key Stage 1



finger spaces



listen for sounds
sp mistakes



spelling mistake
red words



full stops
size
missing?



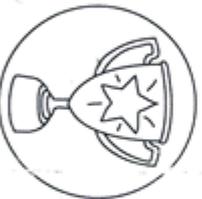
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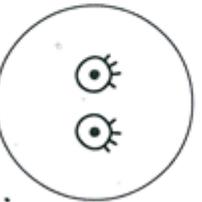
handwriting
(ascenders/
descenders)



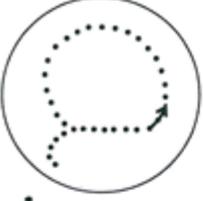
upper/lower case letters



target reached



look carefully
missing words
check for sense



letter formation
bigger/smaller
on the line, etc.



great ideas
original



capital I
Aa I