



“At St Martin’s School we are a fellowship of scholars who achieve excellence. We seek a rich, broad and challenging Curriculum. This culture puts us in control of our journey. Our children not only excel academically but are given the tools to enable them to pass their exams and converse at interview with confidence. This learning nurtures and stimulates us whilst emphasising the importance of individuality, intellectual wonder and self-actualisation. We obtain mastery in all aspects of the Curriculum. The heart of our journey is Literacy which we recognise as the fundamental tool of human communication. We explore the human condition through Music, Media and Drama. We value the planet, nature and fellow human beings in all their expressions.”

Fundamental to our drive for excellence, mastery and our ambition to put every child in control of their learning is our marking policy.

We have written this policy as it particularly fits the ethos of our school. We are aware that children who attend St Martin’s School live in different boroughs. However, for clarity we focus on the London Borough of Barnet.

This Policy will be disseminated to all staff for their contribution, understanding and agreement to adhere to it. It is on our website, in every classroom and a copy is in our main office for anyone to read and discuss.

St Martin’s School Marking Policy

At St Martin’s School we have adopted a positive approach to marking. We believe that all work recorded in books must be marked or acknowledged as soon as possible after it is completed. This shows how much value we place on children’s achievements and their individual growth and challenge. All children are entitled to regular and comprehensive feedback on their learning in order to show that we value their work. It boosts their self-esteem and aspirations through encouragement. It must give them a clear general picture of how they have completed their work, and where possible, specific information as to how they have met the lesson objective and/or the individual challenges set for them. Pupils need to be clearly shown what the next steps are in order to improve. Self-assessment must be encouraged whereby they recognise their difficulties and are encouraged to accept guidance from others through the use of pupil generated success criteria and their growth mindset. Understanding must be gauged and misconceptions identified. A basis for the ongoing assessment must be provided that should inform our future lesson planning.

We believe marking and feedback is an essential part of the assessment process. We aim to provide constructive feedback to every child which focuses on success and areas for improvement and is matched against learning objectives. We would like all children to become reflective learners in order for them to improve their performance. A positive approach is to be encouraged in the children both in our lessons, conduct and feedback.

We feel it is essential to have in place a marking code that is relevant to the phase and is consistently used throughout the school. It is clearly understood by the children.

We believe a powerful method of giving feedback is through peer and self-assessment. Children are actively encouraged to mark their own work, respond to the marking of others and give themselves and their peers' advice for next steps. When marking work, children use many of the strategies used by teachers. However, all work is ultimately marked by the teacher.

At St Martin's School we aim to mark and assess individual children's work, thoroughly and consistently, promptly and positively. We wish to maintain our standard of excellence, and thus take a professional approach to the tasks of marking work and giving feedback on it. Consistently high quality marking and feedback from teachers will ensure that pupils can make rapid gains. We believe that a positive approach that privileges effort, focus and application as well as extends challenge is at the core of feedback.

At St Martins this policy is known as "charking". Excellent work is marked and highlighted in pink (tickled pink) with an encouraging comment in pink. Areas of growth are marked in green (green for growth). Children's reflections and peer marking is undertaken in purple. In addition, occasionally a piece of work may be marked with a sticker or House Point (or both) if it reflects a growth mindset approach.

Aims

- To develop children's self-esteem and motivation by showing them that we value their effort and achievement.
- To identify areas for improvement in order for children to achieve set targets.
- To provide an assessment record of children's achievement and progress allowing teachers to plan for the next stage of children's learning.
- To work with other schools to share good practice in order to improve this policy.
- To instill in the children a growth mindset that celebrates hard work and challenge.

Objectives

- Feedback is seen as an essential and valued part of the learning process, encouraging and enabling pupils to strive to make progress.
- To be meaningful and constructive, feedback to pupils should be based around shared objectives and success criteria.
- Feedback to the pupils is selective, focused and constructive, indicating where success has been achieved (attainment) and how 'next steps' in their progress might be made (improvement). It will also include a "mastery" step.
- Feedback involves both teacher and pupil reviewing and reflecting on the learning.
- Pupils are encouraged to reflect on themselves and their peers as learners and are increasingly involved in deciding what the 'next steps' might be.

- Feedback focuses on the progress of the individual rather than the group and is readily accessible and meaningful to the pupil.
- Teaching is reshaped to take into account the results of the assessment.
- A growth mindset is developed where everyone believes that every pupil can improve.
- Feedback may be given orally.
- Feedback, particularly in Pre-school, Reception and Form 1 often includes stickers. This appears less from Form 2.

Procedure

- Charking of deep marking consists of a positive mark in pink and growth mark and mastery step in green. It also requires the children to reflect on their learning and acknowledge the teachers marking in purple.
- In Numeracy, Literacy, comprehension and science, deep marking of all books will generally occur in 8 sessions out of 10 sessions. Very occasionally, on the occasions, work may be tick marked and a short comment made. This may be because verbal feedback has been given or because staff have given another form of feedback. This may also occur in the last week of term when it is clear that the children will not have the opportunity to respond.
- In foundation subjects and in homework, charking will only be used after about 50% sessions, occasionally less. The rest may be tick marked with a short comment.
- Where possible, feedback will be formulated in a growth mindset or Blooms taxonomy fashion.
- Occasionally, feedback will be given in the form of stickers or even house points, particularly further down the school.
- On all occasions staff will not leave comments such as “good”, “lovely” or “great” unless they are followed by a statement explaining why this piece of work deserves that statement.
- There is a separate marking and feedback policy for sport and PE.
- Where appropriate, other encouragements such as marbles in a jar or shooting stars or house points may also be awarded.
- Marking policy will be assured to be in place and effective by conducting book scrutiny on a ½ termly basis and by the termly sharing of books with staff as a team during staff meetings.

Marking Code

The marking code (see Appendix 1& 2) must be:

- agreed by all staff;
- on display in the classroom;
- understood by all pupils;
- consistently used by all staff;
- manageable
- the marking code may be modified for SEND and younger pupils needs

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website

- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- By email to staff
- By display in each classroom, in the office and in the Head Teachers office.

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed every three years or when the need arises by the coordinator, the Head Teacher.

Self-assessment & Reflection

Children will be encouraged to self-evaluate wherever possible. They will be asked to identify their own '2 STARS AND A WISH' Purple pen – upper school, Pencil – lower school.

Children can also self-assess on a more summative basis by using the 'traffic light' system – colouring a small circle in red, yellow or green next to the LO to show their feelings towards their learning:

RED – Didn't understand fully, need help

YELLOW – Feel okay, might need more practice

GREEN – Feel really confident, ready to move on.

In upper school, this will also include a reflection against the LO in purple pen.

Peer assessment guidelines

Reception

- Teachers model how to positively feedback to peer
- Children should by the end of reception be giving feedback to another child.

Form 1

- Teachers model how to positively feedback to peer and introduce an Improvement.
- Children should by the end of Form 1 be giving feedback to another child using

the Learning Objective and Success Criteria and be able to suggest where improvement can be made. This feedback will be use the 2 stars and a wish format

- Children could begin to use the purple pen on their own and others work to show positive work in relation to the learning objective and success criteria

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Form 2 and above

1. Put the book in the middle where you can both see it.
 2. Read your work aloud to a partner, making any changes you need to as you go e.g. if you've left words out or spelt something wrong.
 3. Make only positive comments about each other's work.
 4. Then agree on 3 places where the writer has used the success criteria and underline these with a green pen.
 5. Find a place where the writer could have used the success criteria and put an arrow there.
 6. The listener should make a comment based on the Learning Objective and Success Criteria and make a suggestion linked to the success criteria
- Well done for
- Now try and


The children will need a lot of training and structure in order to peer assess.

Reviewed Dr J. Walak
November 12th 2016
Review Date November 12th 2018

Appendix 1: Key Stage 1 & Early Years

From time to time individual teachers may deviate from these in order to support specific children or a expand on an element of learning.

 or <u> </u>	Correct or good answer.
X or  or <u> </u>	Incorrect answer.
	This is great.
	This needs improvement
//	New paragraph.
/	New line
	Something is missing.
	Finger space
	Word missing
<u>Aa</u>	Capital letter
	Letter formation
?	Can't understand
<u>rite</u> sp	Spelling mistake
<i>I</i>	Independent work
TGG	Teacher led Guided Group work

LSAGG	Learning Support led Guided Group work
VF	Verbal feedback given
melancholy	Pink highlighted or written means 'tickled pink' it is great
said	Green highlighted or written means 'green for growth' think of a way to improve this area
Spectacular	Written in purple means 'purple polishing pen' where pupils respond to marking or improve their work further (towards the end of the Key Stage). This can also appear as peer marking.
M	This question or comment will deepen your understanding and forms a next step or mastery step.
	Stickers may be used where appropriate, particularly lower down the school and reflect growth mindset
Ihp	House points may be awarded for a growth mindset to work. Never for simple being correct. They are awarded only in 1s


Early Years will use elements of the above as and when appropriate.

Appendix 2: Key Stage 2

From time to time individual teachers may deviate from these in order to support specific children or expand on an element of learning.

Where appropriate Key stage 2 may adopt the key stage 1 marking system as appropriate.

<u>rite</u> <small>sp</small>	Word underlined spelt incorrectly.
will'nt	Word/words used do not make sense or needs improving.
[Sentence/s within the bracket do not make sense
✓	Correct or good answer.
X or ●	Incorrect answer.
😊	This is great.
//	New paragraph.
😞	This is not so good
^	There is a word or words missing
Please see me	I would like to talk to you about this.
○ or written correctly by teacher in green	Punctuation (. , ? ! "" ') To be corrected.
T	Target: This is how to improve your work next time.

TGG	Teacher led Guided Group work
LSAGG	Learning Support led Guided Group work
V	Verbal feedback given
melancholy	Written or highlighted in pink means 'tickled pink' it is great
said	Written or highlighted in green means 'green for growth' think of a way to improve this area
Spectacular	Written in purple means 'purple polishing pen' where pupils respond to marking or improve their work further. This can also appear as peer marking
M	This question or comment will deepen your understanding and forms a next step or mastery step.
	Stickers may be used where appropriate but less frequently as we move up the school. They are awarded for effort and growth mindset
Ihp	House points may be awarded for a growth mindset to work. Never for simple being correct. They are awarded only in 1s