



# ST PETER'S

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PREPARATORY SCHOOL

## Marking policy

Updated on 22 November 2017  
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Approved by Head: *Charlotte P. Jones*

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# Marking policy

## **Ethos of marking at St Peter's**

"It starts with a conversation."

## **Definition of marking at St Peter's Preparatory School**

Marking is a written or oral response by a teacher on a pupil's work, or a self-evaluation. Pupils are encouraged to review the quality of their own work and assess their own understanding of the lesson objectives/skills.

Different marking techniques are used across the school, depending on the age of the children.

Teacher marking may be in the form of ticks, stickers, attainment and effort grades (e.g. A1), and written comments for key pieces of work. It forms an essential part of the continuous assessment of a pupil.

A code system is used to indicate the degree of independence when the pupil undertook the task, or whether support was given.

The school follows an AFL approach to teaching and learning. Meaning that pupils are expected to read and respond to teacher's marking - an ongoing conversation is developed over a week/term/year - pupils should be engaged in the marking and indicate self (and peer) assessments regularly as part of this AFL.

## **Aims of Marking**

- To motivate and encourage pupils
- To gauge pupil achievement against a given criteria
- To monitor pupil progress
- To advise pupils on how to improve and their 'Next Steps'
- To provide constructive formative feedback to children
- To inform pupils and parents
- To provide feedback on the achievement against the curriculum planning
- To inform target setting
- To inform report writing
- To inform parents' evenings
- To encourage children to reflect on their own performance.
- To develop channels for more teacher-pupil conversation about completed work

## **Standard marking practice**

All finished work should be inspected by the teacher within 24 hours of each lesson. Marking of children's work can have different purposes at different times, and can involve both written and verbal feedback. Teachers are encouraged to develop their own system of marking (whilst following this policy) and be professional at all times. Any colour pen may be used by staff.

Staff's own handwriting should be neat and legible to the child.

## Effort and attainment Grades

Most independent work in the Lower and Upper School will be given a grade for effort and or achievement (not always written on a pupil's work but, where appropriate, recorded by the teacher). Effort only grades can also be used in the Years 1 and 2 books although, at this age, this is left with the class tutor as to how to record these. EYFS pupils do not receive effort or attainment grades.

Effort grades are given from A to U and attainment grades from 1 to 5.

Introduction of regular effort and attainment grades marked onto work occurs in Year 3 and continue until Year 8 - there is a natural progression of how these are used which depends critically on the age and maturity of the child. Gradings should be used to encourage and motivate NOT to chastise or point prove.

### 1. Pre-prep effort grade explanation

## St Peter's School

### Explanation of Report Grades for Pre-Prep

In determining grades, teaching staff will always use their professional judgement, bearing the following exemplars in mind:

#### Effort Grades

A	Excellent	Excellent attitude to learning with outstanding organisational skills. All work is always completed to the highest standard with excellent presentation. Pupil works independently with excellent application of learning. Extremely active and easily motivated participant, who consistently demonstrates excellent listening and speaking skills. Takes exceptional pride in their work and often 'goes the extra mile'.
B	Good	Good, positive attitude to learning. All work is mostly completed to a good standard with above-expected levels of presentation. Pupil is able to work independently with good application of learning. Frequently active participant and requires minimal motivation. Demonstrates good listening and speaking skills. Takes real pride in their work.
C	Acceptable	Acceptable attitude to learning. All work is completed to an acceptable standard with reasonable levels of presentation. Pupil sometimes requires refocusing when working on independent tasks. Application of learning is of an acceptable level. Pupil can be passive and sometimes needs encouragement to add to speaking and listening activities. Takes pride in their work.
I	Inconsistent	Inconsistent attitude to learning. Work is not always completed to an acceptable standard. Presentation of work is inconsistent, with some pieces of work missing or incomplete. Pupil finds working independently challenging and requires support. Has a casual approach towards their application of learning. Pupil is often passive and needs ongoing encouragement and support during speaking and listening activities. Possible cause for concern if improvement is not evident within a short time.
N	Not Acceptable	Poor attitude to learning. Work is far below capabilities, with many pieces at an unacceptable level. Presentation is poor; shows very little pride in their work. Minimal contribution, if any, in class. Independence is rare. Cause for concern. Individual monitoring of pupil is required at this point.

These guidelines are applicable to pupils of all academic abilities. We aim to work hard to ensure differentiation allows all children to access all learning opportunities offered. These are the key skills required to demonstrate **effort**.

# Report Grades

2. Lower and Upper School effort and attainment grade explanation.

# St Peter's School

## Explanation of Report Grades for Lower and Upper School

In determining grades, teaching staff will always use their professional judgement, bearing the following exemplars in mind:

# Report Grades

### Classwork and Prep Effort Grades

<b>A</b>	<b>Excellent</b>	Excellent attitude to learning with outstanding organisational skills. All work is always completed to the highest standard with excellent presentation. Pupil works independently with excellent application of learning. Extremely active and easily motivated participant, who consistently demonstrates excellent listening and speaking skills. Takes exceptional pride in their work and often 'goes the extra mile'.
<b>B</b>	<b>Good</b>	Good, positive attitude to learning. All work is mostly completed to a good standard with above-expected levels of presentation. Pupil is able to work independently with good application of learning. Frequently active participant and requires minimal motivation. Demonstrates good listening and speaking skills. Takes real pride in their work.
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<b>I</b>	<b>Inconsistent</b>	Inconsistent attitude to learning. Work is not always completed to an acceptable standard. Presentation of work is inconsistent, with some pieces of work missing or incomplete. Pupil finds working independently challenging and requires support. Has a casual approach towards their application of learning. Pupil is often passive and needs ongoing encouragement and support during speaking and listening activities. Possible cause for concern if improvement is not evident within a short time.
<b>N</b>	<b>Not Acceptable</b>	Poor attitude to learning. Work is far below capabilities, with many pieces at an unacceptable level. Presentation is poor; shows very little pride in their work. Minimal contribution, if any, in class. Independence is rare. Cause for concern. Individual monitoring of pupil is required at this point.

These guidelines are applicable to pupils of all academic abilities. We aim to work hard to ensure differentiation allows all children to access all learning opportunities offered. These are the key skills required to demonstrate **effort**.

**Attainment Grades** - These reflect the Teachers judgement as to the level of understanding demonstrated by the individual child, related to the learning objectives set in the **teaching** group.

<b>1</b>	<b>Excellent</b>	Excellent and complete understanding of the topic(s)/skill(s) covered. Pupil is able to articulate ideas well and assist others in their understanding.
<b>2</b>	<b>Good</b>	Good, competent understanding of the topic(s)/skill(s) covered. Understanding of some advanced concepts is still in development, but shows confidence in their ability to explain most ideas.
<b>3</b>	<b>Acceptable</b>	Working knowledge of the topic(s)/skill(s) covered and expected level achieved; concepts are not concrete, but improving. Regular assistance is needed from the teacher.
<b>4</b>	<b>Inconsistent</b>	Pupil has had some difficulty in understanding the topic(s)/skill(s) covered. Unsound concept formation. It is a challenge to explain/remember the basic ideas without frequent assistance and support.
<b>5</b>	<b>Not Acceptable</b>	Pupil has found the topic(s)/skill(s) extremely difficult to understand. They need almost constant assistance and are unable to explain or remember even the simplest ideas with confidence.

## **Comment Marking**

Most pieces of work are returned to pupils with feedback (clearly written or verbal) that celebrates success and gives advice on ways in which work might be improved. Many pieces of work will have 'Next Steps', 'Challenges' and / or Questions to further develop understanding.

Comments should be appropriate to the age and the ability of each child. Language choice is hugely important if we are to mark so the pupils understand.

Teachers will mark using constructive, formative comments that consider the learning objective and learning outcome. It informs the child of their next step to success.

Correcting work in the presence of the child is beneficial.

If a negative comment is necessary, it needs to be followed up with discussion between teacher and child.

Teachers are looking for strengths not weaknesses.

Spelling errors are marked sensitively so as not to discourage children. The English Department need EVERY teacher to support them in the correct marking of spelling, grammar and punctuation.

A sample of the pupil's best handwriting is stuck into the first page of most subject books from Year 5 and above so pupils and staff can refer to this if presentation drops off.

All subject specific technical terms should be corrected.

Depending on the nature of the error, staff may choose to insert the correction themselves, or require the pupil to correct the mistake. If the latter is chosen, staff must check the correction has been completed satisfactorily.

Pupils should traffic light each piece of work against the lesson objective. (This practice is also encouraged in younger year groups, but not necessarily on each piece of work.)

Pupils are encouraged to read comments and sign their initials to show they have done so.

This begins in Years 3 and 4 and is expected on all work for pupils in Years 5 to 8.

Teachers should aim to include 'challenge questions' during the term to test the pupils' knowledge further.

'Try this' or adding questions to marking can be used to further differentiate work following lessons.

## **Marking annotations at St Peter's**

**I = Independent Work**

**G = Group Work**

**S = Supported Work**

**C = Classwork – e.g. copied from board**

**P = Paired Work**

**NS = Next Steps**

**SA = Self-assessment**

**PA = Peer Assessment**

**V = Verbal Feedback given by teacher**

**H = Had help at home**

**HH = Had substantial help at home**

A copy of these symbols is displayed in each classroom and at the front of each of the pupils' books.

### **Subject specific marking**

Where a subject teacher feels it is necessary to mark in a specific manner that differs from the main school policy they should make these changes clear on their faculty policy document which is kept in the faculty folders in the staffroom.

### **Early Years Foundation Stage**

In the EYFS smiley faces, stars, appropriate stamps or stickers, bonuses or comments are used for pieces of work which show particular effort.

At all times, children will be encouraged to use their knowledge of keywords and topic word banks. However, not all incorrect spellings will be corrected. This will be done at the discretion of the teacher.

Mark making is celebrated in our EYFS and assessment will usually take place in a 1:1 verbal session with the class teacher, room leader or teaching assistant.

Previously mentioned marking annotations are introduced throughout the EYFS.

Previously mentioned AfL strategies such as traffic lighting work are also introduced

throughout the EYFS. Although this may be done more verbally than further up the school.

Most assessments take place throughout the working day and are achieved through observations covering the seven areas of learning and sometimes linked to the child's individual target. This will then give information about the pupil's progress and is an important part of contributing towards the Early Years Foundation Profile. Information about a child's knowledge, skills and understanding is recorded in such a way that it is consistent and accurate.

Formal recorded work is not graded, but it is referenced against the Early Years' statements. This provides evidence of achievement and skills that need to be monitored, practised and developed.

Work is annotated regularly to comment on the process of achieving it and the stage they are at. Target setting is often reached by the comments and observations made and discussed with the child.

In the EYFS observations are recorded on observation sheets which are used to provide evidence for each child's profile, supported by photographic evidence and documents (where appropriate)

### **Reward and Recognition**

In Years 3-8 pupils receive a 'bonus' to reward the effort that has been put into a piece of work. In the upper school bonuses are awarded in accordance with the marking policy as follows:

Effort Grade awarded A – bonus equivalent is 2

Effort Grade awarded B – bonus equivalent is 1

A teacher can also award a bonus by writing it on the piece of work or verbally during a lesson.

Bonuses are recorded in the pupils' prep diary or on a class chart and are signed by the teacher. Years 3 – 8 tutors enter the weekly bonus total onto SchoolBase. Bonuses are regularly updated and are on view in the corridor of Wessex Hall. These are linked to the House system and celebrated in Assemblies.

Across the EYFS and in Years 1 and 2, stickers, stamps and show and tell comments are used to reward and recognise success. These year groups also use Head's Awards certificates to celebrate success.

### **Missing / Incomplete work**

In all subjects where a pupil's exercise book/notes will form the basis of revision for exams, it is essential there are no gaps. If work is missed or unfinished, for whatever reason, staff must ensure that the deficiency is remedied as quickly as possible. If the quantity of work missing is so large, such that it would be unreasonable for the pupil to copy it, work may be photocopied from another child's exercise book or file.

If there are deficiencies or omissions in a pupil's work, which might adversely affect future

revision, staff must indicate clearly in writing what is lacking and the arrangements for rectifying the situation.

Staff must check pupil's files/books regularly to check that all notes etc. that have been issued are present. To facilitate this, it is suggested that staff keep a checklist or master-file, so that all missing items can be replaced.

### **Marking monitoring**

Samples of work from pupils of different academic abilities are regularly scrutinised by the Academic planning team (please refer to the Academic Team programme of work). We also have Faculty book scrutiny throughout the year. "Take 10" tasks provide subject leaders with an opportunity to analyse and monitor what is in books too. Written feedback on the quality and consistency of marking will be given to staff. All staff are invited to share work scrutiny with academic team.

On occasions, the Academic Team will meet with pupils to discuss their books and understanding of the marking policy.

Our Book Scrutiny involves the following form:

#### **Evidence: Book Scrutiny**

<b>Evidence of:</b>	<b>Comment</b>
Is there evidence of children's independent work?	
Differentiation of work for abilities / groups / individuals?	
Focus of lesson objectives/learning skills for lesson are clear?	
Is there evidence of the school marking policy and use of symbols? Adheres to policy? Are the symbols stuck in the front cover of the book for pupils to refer to?	
Are there questions and challenges for the pupils? Examples	
Marking gives clear comments on progress and next steps? Examples	
Do the children respond to the marking? Is there an 'ongoing conversation'? Examples	
AFL strategies seen throughout book?	

Effort and attainment grades are seen for class work/and/or prep? (Years 3-8)	
Marking identifies misconceptions.	
Marking supports the English department accordingly. Including an example of best handwriting stuck in the front of books.	
Progression of skills is evident.	
Bacc Grid for the subject is copied and referred to in the back of the book? (Yrs 3-8)	

<b>Date last updated</b>	<b>November 2017</b>
<b>Staff Responsible for this item</b>	<b>Academic Team / Lucy Ball</b>
<b>Staff aware</b>	<b>Policy re-issued to all staff January 2018</b>