



St Joseph's Catholic Primary School

Religious Education Marking Policy

Agreed by the School Improvement Committee	Summer 2019
Review Date	Summer 2020
Review Schedule	Annually
Person(s) Responsible	Religious Education Lead and Provisions and Achievement Committee

MISSION STATEMENT

We live, love and learn through Jesus

Philosophy

- Marking is a way of helping children to recognise their achievements and to give specific guidance as to how they can improve.
- Marking is an integral part of assessment for learning and should help children to improve their work, at the same time giving teachers detailed information about their knowledge and understanding.
- Marking is a means of communicating with children and fostering a positive attitude towards their work, recognising that making mistakes is inevitable.

Aims/Principles:

- All marking should have a clear purpose making links to RE topics and providing opportunities for deeper thinking
- Marking should help to develop the confidence and self-esteem of each child.
- Children need to know that you won't ask them to do something they can't do, so they are expected to do it.
- Marking should support on-going assessment and provide information to support future planning.
- Marking should contribute to the setting of RE targets and writing.
- Marking should involve children in self-assessment including discussing 'I can' statements linking to RE topics.
- Marking should give children feedback which will help them to recognise the next steps in their learning.
- Marking should provide opportunities for follow-up work.
- Regularly build in sufficient time after longer pieces for peer review and feedback.

Procedures

- Children's work must be of high quality; presentation and handwriting must be neat and tidy.
- The correct spelling of religious key words is essential
- It is important to read a piece of writing in its entirety before beginning to mark it.

- Adults mark in RED pen
- Yellow highlighters are used to highlight a quality sentence against the Learning Intention and/or 'I Can' statements
- Green highlighters are used to highlight a child's next steps.
- Marking should encourage children to think about the Gospel. In depth marking needs to encourage children to make links to their own lives giving examples from Scripture.
- Children self-correct/improve their work in pencil or pen underneath the red pen marking. When peer marking the children should give verbal feedback or add post it notes to the page.
- All work should be marked regularly and no work should be left unmarked.
- Children should be given time to read marking comments and revisit work/respond to comments made.
- Comments should be written in language which can be easily understood by children.
- Staff must mark the improvement.
- Adults other than the class teacher will initial their marking.
- Supply teachers will write ST next to marked work.
- Prayers, intercessions and responses must not be marked as these are examples of children's own spirituality and faith.

Writing within Religious Education

Writing is marked for one specific focus, which will be linked to a class learning objective and/or a differentiated group target.

The Learning Intention (LI) must be highlighted if it has been clearly achieved.

Success Criteria (SC) must be used in line with topic 'I Can' statements and the *Come and See* guidance for each year group for each topic.

Differentiation

Differentiation in RE must be in line with the principle of differentiation in written Literacy.

Children should be given a variety of options and methods to record work which meets their needs and ability. Adults can direct children in order to help them choose from different planned activities (where this is applicable).

Children within the EYFS should take part in different activities where not all children are doing the same thing. Table activities and other tasks should be available and children should be encouraged to move in between different activities.

The use of visuals, photos, pictures and other resources are encouraged where possible.

Differentiation can take its form in many ways. These include:

- Scaffolding
- Instruction grids and tick lists
- Word banks
- Scripture banks
- Easy-read Bibles
- Sentences starters
- Puppets
- Matching and sorting activities
- Role play
- Drama
- Story boards

Foundation Stage and Early Year One

Verbal praise and encouragement is given for children's attempts at emergent writing and stickers or stamps are used to positively reinforce their efforts. Opportunities are provided for children to read their writing to staff. Children working in a focus group receive verbal feedback linked to their writing development.

Key Stage One

The class teacher works with a focus group each lesson. Focus group is always given verbal feedback during lesson and work is quality marked with children. Children discuss how their learning relates to their everyday life and faith and how they should live out their lives as Jesus taught.

Key Stage Two

In short pieces/sentence level work:

Depending on the length of the work and the focus for the lesson, teachers are to decide whether the work needs to be 'quality marked.' If a teacher decides not to quality mark the work, the learning objective is to be highlighted in yellow if met. If any misconceptions are discovered time the following day can be used to go over these.

In long tasks:

The highlighted success do not need to be commented on by the teacher as this enables children to discuss what they feel they did well in their writing.

An improvement comment may be needed if the teacher feels that the child may be unsure of the improvement they need to make. Improvement comments can take different forms, and do not include completion of a piece. These comments must always relate to the topic and how children learn from Scripture. Children should also be encouraged to analyse and evaluate their writing, thinking carefully about the teaching of the Bible and religious key figures.

Verbal feedback (VF) is written on pieces of work where feedback has been given by the teacher

Spelling and Key Religious Vocabulary

Spelling mistakes should not be identified in every piece of writing. However if they are repeated spelling mistakes and are made when using words from the relevant age/levelled 'key word' list these need to be highlighted using a red pen.

Key religious vocabulary (non-negotiable words) should be corrected but only three times per piece of writing.

- No more than 3 words should be identified in any one piece of writing – depending on the age and ability of the child.

Foundation Stage: At early stages of writing development, spelling mistakes are not corrected and children are always praised and encouraged for attempting to spell the High Frequency words and 'having a go'.

As children progress, the KS1 guidelines are used in adult guided writing groups.

Reading

Reading feedback is given using praise and positive comments, to indicate an aspect of the child's reading in which they achieved well and/or used a reading strategy in a positive way. A focus can then be given for improvement.

Marking Code

Adults mark in red

All marked work should be initialled if marked by an adult other than the class teacher.

If children meet the L.I. then this is highlighted in yellow

Successes highlighted using marker -

Improvements highlighted using marker -

Next step shown using a green bullet point



Correct short answers marked by . Incorrect short answers marked by .

Full stop = **Fs** Capital

letter = **Cl** Paragraph = **//**

Grammar = **Gr** Omission

=

Spelling mistake = **Sp** (no more than 3 mistakes identified in any piece of writing)

Supply Teacher = **ST**

Support staff = **TA**