

Marking Policy Guidelines



The term 'marking' as used in this policy does not refer simply to written remarks, ticks and crosses.

It includes verbal comments both to individuals and groups, feedback of any kind, stars, stickers, smiley faces etc, praise, encouragement and instruction.

Aims:

- To provide consistency across the school for children, staff and parents
- To foster self improvement and the opportunity for pupils to evaluate their own work
- To assess what has been learnt
- To provide oral and written feedback for the child
- To indicate that work has value
- To acknowledge the interaction between teacher and child planning
- To encourage children and foster a sense of achievement

General principles to be followed when marking:

- Teachers' comments should not spoil the appearance of children's work. They should be clear, legible and appropriate to the year group.

Marking Principles

MARKING SHOULD BE AGE APPROPRIATE, CHILDREN NEED TO BE ABLE TO READ AND UNDERSTAND COMMENTS MADE.

- All work should be marked against the learning objective and checked for accuracy.
- Basic misconceptions/mistakes must always be addressed.
- It is expected that children are given the time at the start of each lesson to act upon the teachers marking. This must be done in green pen. This includes basic corrections that need to be made.
- If the teachers comment does not ask for anything to be done, the children in
 - Y1 ✓ the comment.
 - Y2-Y6 initial the comment.This is also done in green pen.

When a child has acted upon the marking, the teacher must check to assess the learning / progress that has taken place.

Peer/Self assessment

Children are given the opportunity to assess their own work and others -

Literacy Marking Guidelines

Next steps marking should be used to structure a piece of extended writing that is completed after a new genre/skill is taught. Books will show development work leading to this.

Next-steps marking

1. Agree success criteria for writing as a class.
2. Children write.
3. Children self-evaluate using success criteria.
4. Teacher marks work:
 - Complete success criteria
 - Use stamps: what a child has done well, a task for the child to complete when editing their work. Both should match the success criteria as best as possible.
5. Children edit work with green pens, completing their task.
6. Children re-draft writing/part of writing as appropriate.

1 circle around missed capital letter or capital written in error.

^ missing words(s).

/ new sentence needed.

// new paragraph needed.

√√ when pleased with what is written - target evident

H.P house points

Spelling

Teachers need to use their discretion/professional judgement when identifying which spellings need to be addressed. Key words/topic specific words need addressing. If one of these words is incorrect the word should be underlined and the child is then expected to correct it. The use of dictionaries is to be encouraged.

Numeracy Marking

√ when work is correct.

? when an answer is wrong

If the majority of the work is wrong, use comments at the end to address the misconception and model the strategy for the child, intervention work then needs to be planned and delivered to close this gap before the next step is taught. This work might not be in books as white-boards and verbal discussion may be the best approach.

To demonstrate a child has fully mastered a concept challenges based around reasoning, problem solving, using and applying knowledge and skills, will be given to the children at the end of a lesson/series of lessons. This will be marked by the teacher and followed up if needed to. (These challenges might be stuck in books or written in.)

-'It's nothing new stamps' will be used at other times to show when children are using knowledge/skills they have learnt, to reason, problem solve and develop fluency.

Intervention stamp is to be used when verbal feedback is given (this may be followed by a short comment)

O circle part of the work which is wrong e.g. number reversal, wrong operator.

HP house points

Modelling needs to be clear and simple, at the level the child is working at.

Guidelines for children

Sp a spelling mistake

O a capital letter is missing / a capital letter has been used by mistake

^ at least one word has been missed out

/ a new sentence should begin here

// a new paragraph should begin here

Symbols to aid marking.

I - Work is completed independently

+T - If work is completed with the teacher, this may be as part of the lesson or as an identified intervention activity.

+TA - As above but with a teaching assistant.

Across the curriculum

All work should be marked.

Comments need to be acted upon. The children will always do this with a green pen.

If a comment doesn't need to be acted upon eg;-it is celebrating success then in

Y1 - comment should be ✓ by the child.

Y2-Y6 - comment should be initialled by the child.

Once again this should be done in green pen.

Once every half term in RE, Science and Discovery Quest a piece of written work will be planned using the Next-steps marking process used in English.

To ensure that children act upon the marking please put a post it in their books to remind them. When they have acted upon the marking the children will tick the post it and leave it in their book to tell the teacher they have done it. The teacher then needs to check the marking and mark any task they have completed.