



'BE THE BEST YOU CAN BE!'

MARKING Policy

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Introduction

The following Marking Policy has been written to support Teachers, Learning Support Assistants, children and parents' understanding of our response to children's work. We believe the policy is important to achieve consistency between different teachers with whom children will have contact as they move through the school. Marking will be in line throughout the school.

Marking is a vital part of teaching and learning. It is a tool in the assessment process, providing information of a child's understanding, progress, involvement and application. Whether written or spoken it is an important link in the communication between child and teacher. Marking is a reflection of the teacher's appreciation of the child's effort, interest and development. It aims to stimulate and encourage the child to love learning and be motivated to do well.

Our Aims

- To ensure consistency of practice across the school.
- To help Teachers, and Learning Support Assistants identify what learning has taken place.
- To provide feedback to children on their achievements and identify targets for improvement.
- To inform Teachers and Learning Support Assistants Lesson Plans.
- To encourage a sense of pride in children's work.
- To encourage self-evaluation and development.
- To show children that their work has been appreciated and valued.

Fundamental Principles

- Marking will be a positive process and focus on the learning objectives of the lesson.
- Teachers will follow the marking strategies depending on the purpose of the work and will take into account their knowledge of the individual child.
- Comments, whether oral or written, will be constructive, precise and give a child a clear idea of how to improve his/ her work.
- Time will be given for children to 'Green Pen edit'
- Work will be marked promptly and wherever appropriate with the child.
- Teachers will ensure that there are clear and effective systems for the collection and return of marked work (school work and Homework)

Marking Practice

- Teachers will use praise, stickers, stamps and positive comments to promote good work and effort.

- Highlighters are used to identify good practice and next steps, (see symbol chart).
Pink = THINK Yellow = YES
- Teachers will use their discretion when marking work, as it may not be appropriate to correct every error.
- In some tasks, such as creative writing where the emphasis is on ideas and vocabulary, teachers may not correct every spelling and grammatical error.
- Marking will relate to the learning objective of the lesson.
- Ticks, symbols and comments will be used. (See Appendix).
- Marking ladders are used as good practice.
- The use of a **'Writing Buddy'** (this may not be the same pupil every time) is recommended occasionally. He or she will be encouraged to take responsibility for editing and commenting upon their partners work from time to time. They need to sign their name at the end of the work they have marked. They must write in a contrasting colour (not green).
- Children must not use Tipp-ex or pen-erasers. Blue Handwriting pens can be used from Year 3 if the handwriting is exemplary.
- In general a contrasting colour will be used to mark so that the teacher's responses to the work are clearly visible, but not green (see P 4 Fundamental principles).
- Work should be well presented and reflect the ability of the individual child. High expectations are a priority for every child.
- Blank pages should not be acceptable.
- If Homework is handed in late it will be marked at an appropriate time. If work is continually handed in late, (more than 3 times), parents will be contacted for their support. Pupils may attend a homework club at lunchtime to complete the tasks set.

All work

- All new pieces of work should be dated at the top of the page.
- All titles in English, Maths and Science should state the Learning Objective of the lesson.
- This will ensure consistency in the vocabulary understood and used by children throughout the school.
All titles should be underlined and should reflect the learning intention of the lesson outlined by the teacher.
All pages must have a margin on the left hand side.
Use a pencil for drawings, underlining & arrows.
Use neat lines to cross out.

English work

- Generally 3-5 spellings should be identified in any piece of work, too many can be disheartening.

- Pupils should be encouraged to write with a blue handwriting pen as soon as possible when appropriate.
- Marking/highlighting should be in response to the Learning Objective or to the 'What makes good/excellent' criteria.
- Peer/self-assessment must be verified by the teacher using highlighting of criteria or with initials next to self/peer assessment.

Mathematics work

- Only pencils should be used for maths work.
- All working out must be shown in the book or paper.
- Teachers will use the following symbols dots, underline work or circle work to indicate an error. The pupil will need to correct his/ her mistakes. There should be no crosses on the work except in Mental Maths.
- Pupils must ensure they use one digit in one square.
- If the work has been peer or self-assessed, the teacher should acknowledge this with their initials.

Science work

- Only pencils must be used for all written work.
- All diagrams, charts and graphs must be completed in pencil.
- Graph paper when used must be neatly folded and securely placed into the Science book.
- Close attention should be made to predictions, method and conclusions ensuring constructive comments have been made.
- Targets for the pupil to work towards will be clearly shown on the inside cover of their science book.

Computing work

- Teachers will monitor and keep a record of work done by each pupil. At the end of each topic a piece of work should be selected and an information sheet describing access be put into the ROMA . This work represents a finished project and any constructive comments may be added.
- The teacher will make relevant assessment comments for pupils in the class.

Art and Design Technology work

- All work must be practiced in pupil sketchbooks and D.T books.
- It should not be marked. However, **constructive helpful comments** may be written about how the work has been carried out and how the work could be improved.

History, Geography and R.E work

- Pupil work must be recorded in Green A4 books or of similar sized paper.
- R.E. work must be stored in the R.E/ Project folder.
- All work must be marked and commented upon depending on the activity focusing on the learning objective. In addition to this, if a project is set for homework, an overall teacher comment must be made about how the pupil carried out their work, highlighting strengths and identifying areas of possible improvement.

Target setting

Targets will be identified by the letter T in individual pupils' work. Pupils will be encouraged to evaluate and monitor their own learning and recognise the successful accomplishments of achieving their Targets.

Recognition of Achievement

Children's Achievements will be celebrated through a variety of ways:

- At **Year Group assemblies during the term**, the class teachers will share and celebrate good work by presenting pupils with a certificate for accomplishing a high standard of work.
- Children who have achieved well or made significant effort or progress at accomplishing their Targets during a term will be considered for an end of term certificate. Their name will be recorded in the **Head teacher Award Book** and they will be presented a certificate at the **end of term assembly** by the Head teacher.

Symbols and Signs

The symbols used by the school, will be displayed on a laminated poster in the classroom so that everyone understands the Marking codes and fosters a consistent approach across the school. (Refer to Appendix)

Monitoring and Evaluation

The marks achieved by pupils in their work and during various tests will be recorded accurately in the **Teacher Mark Book**.

End of year pupil/ teacher assessment Levels will be recorded on the school Assessment Grids (Staff Resources>Assessment>Calendar Year >Class). This information will be shared and discussed as part of the class handover with the next year's class teacher.

The Head teacher, Assistant Heads and Curriculum Leaders will monitor marking practices across the school and review how the policy is raising children's standards of attainment. To maintain consistency of practice across the school, the policy will be reviewed annually.

Making Marking Manageable -points for consideration

- It is a mistaken culture that learning has not taken place unless the pupil has written something down. Other reinforcements, such as discussion, drama, debates and pupil presentations can be just as effective at times.
- Demonstrate marking to the pupils in shared sessions to show what you are looking for and what your comments mean.
- Pupils are taught how to mark a partner's piece of work. Remind the pupils they should act responsibly and respectfully when editing content other people have written.
- Encourage children to evaluate their own work. Use Writing Buddies within the classroom. Use checklists that are specifically relevant for each Year Group/piece of work
- Consider your time management for detailed marking.

MARKING SYMBOLS

to help you understand and improve your work



Correct

T

Your next target
is...

?

Please check
this

C

Please
correct

Incorrect

VF

Verbal Feedback
given

Sp

This word is spelt
incorrectly

//

Paragraph

^

Missing word

clafs

Capital Letters &
Full Stops

CL

Capital
Letters

FS

Full Stops

Highlighted Work

Yellow = YES (Good Work)

Pink = THINK (Work needs to be improved)

APPENDIX 2 – Amendment to Marking Policy due to COVID-19

Our school marking policy including the use of highlighting and green pen still applies. This appendix is to outline the expectations for marking pupils' work taking into account the current situation.

Some documents and ideas that teachers may use are stored in:

Staff Resources>non subject specific>Teaching and Learning>Whole Class Marking.

The key principle is that the marking of children's work must be completed for feedback and next steps. Marking & Feedback forms part of the Teacher Standards.

Maths work and some Literacy work may be marked as a whole class but teachers also need to oversee the work in order to consider next steps/gaps in individuals' learning. The expectation is that this whole class marking will result in editing using green pen corrections. Evidence of teacher's input to this marking is expected, for example:

- Incorrect work repeated/edited/corrected.
- Teacher marking during the lesson.
- A 'Now try this question' to be completed as part of the lesson or in the next lesson.

Other literacy work, for example, extended pieces of writing, should be individually marked by the teacher to support the next lesson/next steps in learning.

Whole class feedback can form part of this with relevant green pen corrections/editing being evident.

Books can be taken home if teachers prefer to manage their workload in this way. Having a 'rota' for marking so that the books are 'quarantined' is a good idea although this will need careful thought for literacy in terms of the sequencing of lessons.

Other subjects – again the key principle applies. Where these lessons are happening once per week, it is easier to 'quarantine' the books for 72 hours before marking them.

Spanish lesson time can be used for marking in the staff workroom.

Year group leaders and teachers should regularly share books to see the marking that is happening.

Sharing one subject's books per week is recommended within year groups to share best practise.