

## MARKING POLICY

Policy – September 2015

### PURPOSE

1. In keeping with our Mission Statement, we believe that all responses to children's work, whether written, oral or physical, should motivate children to learn and progress to the full extent of their individual capability.
2. Our purpose is to achieve the best possible standards for all our children, to maintain their motivation and develop and increase their confidence through a caring, positive and consistent approach from all our staff.

### AIMS

Explain what is expected LO/Success Criteria/Skill/Target and mark towards these areas

Provide positive and targeted feedback to the child about their overall performance;

To correct or draw attention to specific mistakes;

To guide and inform future work;

To provide information for teacher assessment;

To draw children's attention to the standards and expectations within the class and progress towards targets.

### Implementation

Marking in books and worksheets to be ongoing and up to date.

Teachers should look for strengths before identifying weaknesses when marking work. Teachers are to mark in green/red and ensure that the children can clearly see what is stated and can easily read comments.

Marking should be linked to learning targets/lesson objectives/skills. **NT** will denote how children should change their errors **Next Time** they complete work.

Marking procedures and marking standards should be consistently applied across the school.

Please initial children's work as follows:

**I** - to show Independent work

**G** - to show Guided work

**TA** - to show work was completed with a Teaching Assistant

**E** – Extended work with the G & T children in this area.

**P/W**- Partner/Peer work

A key of the marking scheme should be displayed in all classrooms so children are fully aware of the meaning of comments in their books.

- All work will be marked and annotated using a red (S)/green(R) biro.
- All comments will be written neatly and must be legible to the children.

## Marking Policy

- Maths and English Lessons will have learning objectives inserted into the children's books.
- Feedback will be both verbal and written where work will be marked against specific Learning Objectives/ Success Criteria. The SC/ LO may be determined by the children. When feedback has been verbal this will be indicated in both key stages as VF in the children's books. Both verbal and written feedback will be used to set clear targets for improvement, although this does not mean that every piece of work will have a target.
- In Y1- Y2, strategic pieces of work will be marked using the **1\*** and a **NT** model (the **1\*** to indicate good aspects of the work and the **NT** to indicate the **Next Steps** to indicate progress).
- In Y3, work will be marked using **1\*** and a wish in the autumn term, progressing to **2\*** and a **NT** by term 3.
- In Y4- Y6, strategic pieces of work will be marked using the **2\*** and a **NT** model.
- The star and **NT** will take place at least every extended write for English and at least weekly for Maths. Particularly good examples of aspects of work should be noted.
- Children will self-assess using the traffic lights system at the end of each maths unit and where appropriate, for other learning, using a RAG system. The teacher will then mark books according to the children's self - assessment.
- Time will be given to children to read and act upon the **NT** indicated.
- At least twice half-termly, children will be assessed by teachers in Maths and English. At this time children will self-assess their work according to the SC/LO set out for the lesson. Teachers will mark according to the children's self- assessment using a highlighter pen to note a paragraph that is good, needs improvement or can be extended.
- Time will be given to children to read and act upon this highlighting and the children will produce an improved piece of work according to the **NT** set out by the teacher. This allows children to directly improve their work in the follow-up lesson.
- Children will be given opportunities to peer group mark work against success criteria/LO. This will be age appropriate e.g. using a visualizer in KS1 to look at pieces of work and comment on what is good about the work; KS2 children working in pairs, small groups discussing work against success criteria/LO.
- Where children peer assess it is important to have a consistent system so we use a **black** pen.
- Marking of work undertaken during PPA time, is to be marked in accordance with the marking policy.
- Supply teachers are required to mark their work. Any work left unmarked needs to be noted as being done by a supply teacher.

In Literacy at Key Stage 1, a **V** indicates that the teacher has spoken verbally to the child about the work, otherwise a written comment will refer to the child's targets.

In Literacy, in addition to written comments, marking symbols are used and displayed in the classroom.

## Marking Policy

Symbols to be used:-

<b>Spelling Mistake</b>	Word underlined or correct spelling in margin. A maximum of 3 spelling mistakes to be noted in one piece of work.
<b>Punctuation Mistake</b>	'0' where punctuation is missing or incorrect. Also model the correct punctuation at the end of the work.
<b>Word(s) omitted</b>	'^' where a word is missing or put correct word in
<b>New paragraph needed</b>	//
<b>Sentence grammatically not making sense</b>	A wiggly line underneath

\* Marking will be adapted according to the child's needs and targets.

### **RESPONDING TO CHILDREN'S WRITTEN WORK**

When marking children's creative writing, the children should not be penalised for trying to expand their vocabularies. Any marking should be at the child's normal level of comprehension and expression.

Correction of high frequency words is essential but is limited to 3 per piece of writing. At KS2 this is limited to 5 per piece of work.

Due recognition should be given to children's writing which is initiated and carried out independently.

All written work placed on computers is to be printed off and marked.

Elements to Consider when Assessing written text:-

- ◆ Purpose of the writing
- ◆ The structure of the text (cohesion, genre, style)
- ◆ The grammatical structure of sentences
- ◆ The choice of language
- ◆ Spelling
- ◆ Handwriting

Independent writing throughout the school will take place at least once a week on a Friday morning and the work, whether placed in Literacy or Topic books should be

marked on the night/weekend the work is completed. Children will then be given a chance to read the comments and highlighted areas the following Monday morning. A designated period will be set aside for the children to read the comments and respond to their own target for their next independent write (Teachers will ensure the target is closely related to the comments placed in their books). Children should initial all marking comments to indicate they have read the teachers comments.

Independent writing should take place in Topic books at least twice every half term.

## **RESPONDING TO CHILDREN'S WORK IN SCIENCE**

The importance of the scientific process should be encouraged and children commended for its use.

Always try to comment on science work wherever practicable.

Children should be encouraged to share their findings verbally and in written form, including clearly labelled diagrams.

The response must be relevant to the subject.

Science books should be marked at least twice per unit of work by teachers.

## **EYFS**

The FS use a variety of methods to mark work.

- Verbal feedback
- Sharing work with the class
- Good work display in the classroom

Marking and annotating work is for children, parents and evidence for pupil profiles.

A stamper system highlights work to show if it has met objectives.

Work is noted in the following ways;

I-independent

S-Supported by teacher

CI-Child Initiated

Other comments may also be written on work related to targets and discussed with children.

## **Assessments**

These should be done in Year 2 upwards. At least two pieces per half-term should be assessed and the outcomes from this should inform guided writing/Guided Reading and Maths planning. A minimum of one written piece of work should be cross curricular every term. Children need to show on three occasions they have hit a target before they can move on. This should be highlighted and dated on the occasions the children achieve their target.

## **Teacher's records:**

The individual teacher will highlight the targets in the children's books on each occasion that work is assessed. These may take a variety of forms. The teacher will use this information to indicate if a target has been wholly or partially achieved.

## **RESPONDING TO CHILDREN'S HOMEWORK**

Homework must be handed in on a Wednesday and marked before new homework is set on the Friday. It is very important to comment on homework as this is a vital link between home and school. It is also an opportunity to inform parents of how they might support their child.

## **MONITORING**

A timetable for monitoring is published informing what is to be monitored and when. Teachers are requested to provide the Subject Co-ordinator with a selection of work from each year group displaying the range of ability within it: i.e. Samples representative from children operating at:- Working within, Focus, Secure and Mastery.

The samples of work will be monitored for continuity and progression.

## **REVIEW**

The Headteacher and staff will review this policy in the September 2017. Any suggested amendments will be presented to the Governing Body for discussion and approval in the same term.