

MARKING POLICY

Policy – March 2020

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 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 and ensure that the children can clearly see what is stated and can easily read comments.

Marking should be linked to lesson objectives and success criteria. **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

VF – verbal feedback

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 green biro.
- All comments will be written neatly and must be legible to the children.
- Learning objectives, and success criteria when appropriate, will be inserted into the children's books.

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- 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 (particularly in maths). 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.
- Work will be marked against the lesson objective and success criteria of the lesson and should this not be met, expectations will be modelled or when appropriate, children will be asked a question which will encourage them to respond to their teacher's marking.
- Teachers will use ticks against the Success Criteria to indicate if it has been met. If all SC are met, as indicated by ticks on the labels in all areas, teachers can simply state SC met at the bottom of the page.
- To show extended SC in work, print this in bold on the SC sticker.
- 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. They will respond to this feedback in purple pen.
- Children will be given opportunities to peer 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 **purple** 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 English, in addition to written comments, marking symbols are used and displayed in the classroom.

Symbols to be used: -

Spelling Mistake

Word underlined or correct spelling in margin. A maximum of 3 spelling mistakes to be noted in one piece of work.

Punctuation Mistake

'0' where punctuation is missing or incorrect. Also model the correct punctuation at the end of the work.

Word(s) omitted

'^' where a word is missing or put correct word in

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New paragraph needed	//
Sentence grammatically inaccurate	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.

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 regularly, and should be marked on the night the work is completed. Children will then be given a chance to read the comments the following day. 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 once each half term.

RESPONDING TO CHILDREN'S WORK IN SCIENCE

If the Learning Objective has been met, teachers will respond with SC met. However, if the child does not meet the objective of the lesson, a question will be posed and the child will be given time to respond with their purple pen.

In order to extend those who are exceeding, a challenge question will be posed by the teacher.

Key vocabulary will be underlined in purple pen and children will RAG rate their understanding at the end of each Science unit.

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.

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 towards, working within, mastery and greater depth.

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

REVIEW

The Headteacher and staff will review this policy in the September 2021. Any suggested amendments will be presented to the Governing Body for discussion and approval in the same term.