

## **Marking Policy**

The policy needs to read in conjunction with the Assessment for Learning Policy  
Our marking policy offers guidelines to all staff on the way we respond to children's work and give feedback. We recognise that teachers spend a lot of time marking children's work and it is imperative that it is therefore clear and consistent across the school / key phase in order to give clear messages to pupils, parents and other teachers about individual progress. Whilst some parents may expect to see all errors corrected, we need to explain our various marking strategies so that they understand the principles involved.

### **The purpose of marking:**

- To show we value our children's work and effort they have made
- To benefit the children and inform future planning and assessment
- To assess how much the child has understood and risen to the challenge
- To provide a basis for making assessments linked to National Curriculum levels of achievement
- Related to needs, attainment and ability, it is a means of sharing expectations
- To give an indication of the professional opinion of a children's work, to outline expectation of them and to discuss with them achievable targets and next steps to improve
- To correct errors and clear up misunderstandings
- To identify areas for development
- To motivate and encourage the child through positive and constructive comments that will help them make progress
- To support the development of a 'dialogue' about learning

In some cases we will talk with the child about their work so we can have a discussion with the child rather than simply write a written comment. When recorded we will respond in an honest, purposeful and supportive way which will help them make progress at their next attempt, focused on the learning intention and success criteria.

### **Strategies:**

- We mark to the success criteria/learning objective for that piece of work and personal targets (see AfL policy). Generalised instructions and actions (e.g. "improve your spelling" e.t.c ) will be avoided.
- We all use the traffic light system in order to support feedback between the child and teacher, and to identify success against the learning objective (see AfL policy)
- We mark all work in pen and ensure it is in a different colour to the child's work

- We ensure that written comments are legible, brief and accessible for the child and avoid excessive chunks of feedback, keeping our marking smart. Children must be able to understand the comments and know what to do in response to our comments. Only one or two areas to improve will be focused on at any one time.
- Information gained from marking informs the planning of the next step the children need to take in their work.
- The person marking the work will signal this (see annex 1)
- We mark work using the agreed code ( see annex 1)
- Children may be involved in self-marking and will do so using smiley faces to support the traffic light system in place for AfL
- We recognise that marking should be motivational and use a range of strategies to develop this, like adding a personal response to a piece of written work e.g. “I liked the part where ....”; “Why do you think that it happened like this?; “How do you think she felt when...?”
- We use house points, stickers etc to add more encouragement or motivation. We should ensure that they are not over-used (i.e. the children themselves should feel that they have genuinely been ‘earned’) and should always be accompanied with praise for the particular aspect which has been recognised.
- We encourage children to be involved in the marking process
- Children are given time to respond to feedback in their books
- The amount of correction would never be over-facing for a child, even when there are many errors
- Marking is prompt.
- We use the school editing key consistently throughout the school when marking writing (see annex 1)
- Homework is marked as rigorously as class work.

### **Marking children’s work at different ages and stages**

Although we have common principles concerning the marking of children’s work, we accept that the task is different at various stages in each child’s development.

#### **Foundation Stage**

In FS there is no marking as such. Where there is recorded or written work that is marked without the child, this is marked using AfL Traffic Light Strategies.(see separate policy) Children will begin to self-assess using smiley face fans, large smiley faces to use in the room e.t.c. so they physically respond to learning. Children receive stickers for significant achievements, and we ensure all children get one occasionally.

## **Key Stage 1**

Where possible we aim to mark the work with the child, using the marking session as an added learning and teaching experience. Our comments are usually more verbal than written because this is more appropriate to match the child's understanding. Where verbal marking takes place this will be signalled with a code ( see annex 1)

When marking any **written work** our approach may vary.

- A very early emergent writer read their efforts to the teacher who may then write the correct form underneath.
- More advanced emergent writing may be marked in various ways e.g. tick over correct initial sounds for words, or complete phonetic spellings, with the view of encouraging the young writer. We may correct one or two of the spellings, linked to what they should be able to spell from their phonics / spelling program. With more confident spellers this may be extended to 2 or 3 thematic words which have been mis-spelt. We underline the word and write the correct version above. This will then be transferred to their word books.
- We may re-draft certain parts of a piece of writing together with the child using an adult/teacher as a scribe. We begin to encourage use of the school editing key.
- Full stops and capital letters should generally be corrected from Y2 upwards. Younger classes to be left to the discretion of the class teacher.
- Any grammar or punctuation taught as a class lesson must be carefully corrected so as to reinforce its usage.
- At the end of each genre in literacy children's use of key features and skills will be marked and self-evaluated.

### **When marking maths:**

For investigative maths, we accept there may be more than one solution and we assess the level of understanding through discussion with the child as they work through the task.

When marking mathematics with younger children we point out errors in an appropriate way to show the work needs to be corrected.

## **Key Stage 2**

When appropriate, we continue to mark work alongside the child, incorporating their ideas within ours. We believe this dialogue helps the children understand more clearly the written comments made by the teacher about marking improvements and may provide opportunity for feedback about the quality of the piece of work.

If marking alongside is impractical, we will provide prompt feedback by marking work before the next session, whilst it remains fresh in the child's mind.

When marking any **written work** our approach may vary but building on from KS1:

- We may correct one or two of the spellings, linked to what they should be able to spell from their phonics / spelling program. With more confident spellers this may be extended to 2 or 3 thematic words which have been mis-spelt. We

underline the word and write the correct version above. This will then be transferred to their word books.

- We use the school editing key.
- Full stops and capital letters should generally be corrected from Y2 upwards.
- Not all punctuation and grammar errors are marked in every piece of writing but will be noted as a future teaching point. However, where punctuation or grammar is a curricular target then children will be expected to attempt to meet their current target and consolidate previous targets.
- Extended pieces of writing for a specific purpose across the curriculum should be marked according to what they were learning to do and the success criteria.
- At the end of each genre in literacy children's use of key features and skills will be marked and self-evaluated.

## **In Mathematics**

- A dot will be made to indicate any mistakes. Corrections & model examples of how to work it out should be worked at the side of the mistake - no rubbing out and substitution with the correct answer.
- When children are correcting answers or responding to feedback this should be done next to the original answer, or if there is insufficient room, under a separate heading for corrections. It should be clear that the children have learnt and moved forwards in their understanding.
- Correct answers should be ticked.
- Reversals of numbers should be corrected next to the 'error' and discussed with the child.
- Children may, again, be asked to self-mark but only when the work is subsequently to be monitored by the class teacher for evaluation and to inform planning.

### **The Role of The Assessment Co-ordinator**

- To monitor the implementation of the marking policy.
- To use assessment data to monitor progress.
- To support staff with new ideas, resources and materials relevant to the policy.
- To monitor standards and to lead work sampling sessions where staff moderate marking across the school.
- To make recommendations for further improvement.

### **Equal Opportunities**

The Feedback and Marking Policy and Marking Procedure, encourages the practice of inclusion for all.

### **Safeguarding Children**

The school's legal responsibility for safeguarding and the welfare of children goes beyond basic child protection procedures.

The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports the safeguarding policy.

### **Related policies**

Assessment

Assessment for Learning

Curriculum

Inclusion

SEN

G, T & More able

English

Maths

Safeguarding

Karen Palin

Date: December 2011

Next review Date: December 2014

Approved:

## Annex 1

### Marking symbols.

P	Punctuation
_____	Spelling, with correction above
Gr	Grammatical error
^	Word missing
/	New line needed
//	New paragraph needed
?	I don't understand/ does this make sense? Are you sure?
I	Independent work
h	help given
g	guided group work
sh	shared class work
DWC	Discussed with the child
T	Marked by class teacher
S	Marked by supply teacher / PPA teacher
LSW	Marked by learning support worker
V	Verbal feedback given