



St Edward's Church of England
Primary School

Marking Policy

October 2013



MARKING POLICY

1.0 INTRODUCTION

This policy is intended to ensure consistency across the school in terms of marking and feedback practice. Marking should enhance learning through drawing the children's attention to what they have done well and providing feedback on what they can do to improve their work. Marking should be manageable and worthwhile.

2.0 AIMS AND OBJECTIVES

We mark children's work and give feedback in order to:

- monitor a child's individual progress;
- assess whether a child has understood and met the objectives of the lesson;
- positively reinforce children's achievement and provide clear strategies for improvement;
- establish learning targets for individual children;
- promote high quality presentation of pupils' work, giving them a sense of pride in their work; show that we value all the work completed by each child;
- evaluate our own teaching and inform our future planning;
- where appropriate, guide children towards further learning beyond the specific learning intention of the lesson, for example, spellings, grammar, handwriting or concepts;
- ensure consistency across key stages;
- raise standards.

We mark work with the aim to give all children positive, constructive feedback on the content, accuracy and presentation of their work and to ensure that pupils understand the next steps in their learning, taking into consideration the potential of each child.

Work is marked with respect for equal opportunities regardless of ethnic and cultural origin, gender, physical or academic abilities.

3.0 APPROACH TO MARKING

The impact of verbal praise and comments can be powerful and should not be underestimated.

- success criteria should always be shared with the children. This will inform them of what the teacher is looking for and will be linked to the learning objective;
- wherever appropriate and/or possible, teachers should provide individual verbal feedback to children;
- the marking of children's work, either written or verbal, should be regular and frequent to maximise the effect and relevance of feedback;
- all staff should mark in contrasting ink so that it is distinct from the children's own writing, using the codes detailed in appendix 1;
- teacher comments will generally be written at the end of a piece of work, but may also be appropriate in the margin;
- teacher's writing must be clear so that all children can easily read it;
- teachers should respond to the piece of work by making positive, constructive and encouraging comments, using the child's name;
- common misconceptions and errors should be noted and communicated to the whole class;
- when correcting spelling errors, teachers should concentrate on the correction of high frequency words, subject specific words and *magic line words;
- some tasks may be marked with a tick or dot, showing a right or wrong answer;
- where children have received support, this should be noted;
- work displayed in classrooms may be left unmarked, although verbal comments may have helped to put it into context.

***Magic line words:** when a child is unsure of the spelling of a particular word they are encouraged to have a go. They then draw a 'magic line' under the word. For children in KS2, the word can be underlined with a wiggly line, if the child is using a new word, but is not sure if the word is being used in the correct context.

3.1 Next Step Marking

- next step marking and feedback should be planned in advance and noted on lesson planning;
- teachers should include guidance about how children can improve their work e.g. applying their learning to a different context or demonstrating understanding of previous misconceptions. This should take place at least weekly in core subjects and at planned intervals during units of work in other curriculum areas;
- work that meets the success criteria and/or child's targets should be either highlighted in green or a small green 'blob' or mark drawn in the margin next to it;
- areas for improvement should be highlighted in pink or a pink 'blob' drawn in the margin;
- at the bottom of the page, (a) a positive statement should be made explaining why the work highlighted in green meets the success criteria and/or the child's targets next to a green mark (b) write 'next steps' and comment on what the pupil has to do to improve as indicated by pink highlighting, using imperative verbs e.g. tell me more about Ben (next to a pink mark);

- time should be built into lessons to allow children to look at, and respond to, marked work.

3.2 Self-assessment

All children will be encouraged to assess their own work against success criteria which are shared with the children, sometimes with the help of checklists and key objectives from the lesson. Younger children may use a 'face' to indicate how pleased they are with their efforts. The class teacher must always review this marking and initial the work to show that it has been acknowledged.

When appropriate, children are encouraged to mark their own work, under the guidance of the teacher. Children will also have the opportunities to discuss work with their peers and evaluate using strategies such as 'two stars and a wish'.

3.3 Rewards for good work

Rewards for good work would need to be consistent across each key stage and may consist of the following:

- house points;
- presented with a shining star certificate or sticker in assembly;
- work shared in assembly;
- work displayed as an example to other pupils;
- visit to another teacher, Assistant Head Teacher, Deputy Head Teacher or Head Teacher;

4.0 MONITORING AND REVIEW

- Does work scrutiny show that the agreed marking policy and marking scheme is being applied?
- How clear are children about the symbols used and their purposes?
- Have children taken on board comments and attempted to rectify errors and improve their work?
- Have comments made led to evident progress in children's work?

Symbols and abbreviations (KS2)

Highlight	-	this is what you have done well (green highlighting)
* or 'blob'	-	this is what you need to do to improve (pink highlighting)
sp	-	spelling error
^	-	omission
/	-	new line
//	-	new paragraph
○	-	capital letter missing, or the error is corrected for the child
✓	-	good vocabulary / correct answer
–	-	replace with a more interesting word
.✓	-	error in numeracy
C	-	error in numeracy corrected
TWP	-	talk(ed) with pupil
VF	-	verbal feedback given to whole class

Symbols and abbreviations (KS1)

Highlight	-	this is what you have done well (green highlighting)) introduced
* or 'blob'	-	this is what you need to do to improve (pink highlighting)) during
) Year 1
☺	-	I like this. You have listened and it is correct. (Correct as stated in the learning objective.)	
?	-	Can you show me your work and tell me what this is?	
✓	-	This is correct.	
•	-	This is not correct.	

Foundation Stage

Most feedback will be verbal and immediate, with the introduction of ticks and smiley faces, as appropriate for individual pupils, during Reception Year.