

# SCHOOL POLICY FOR MARKING

## Co-ordinator:

Kay Ferriday

## Buddy:

SMT

## Date Adopted:

Spring 2017

## Review by:

Spring 2020

## How the Policy developed

This policy was developed by staff and is now being updated/amended as part of our rolling programme of review. This policy sits alongside our Assessment Policy.

All teaching staff were involved in the review of this policy and any decisions made.

## How it relates to the School Development Plan

This policy will feed directly into raising the standards throughout the school and will be an integral part of our main Assessment process.

## Key Targets for the Period to the Date of the Policy review

- i. Policy to be adopted by staff and Governors.
- ii. Liaison and moderation between each teacher to facilitate progression.
- iii. Copies to be sent to all families with a covering letter of explanation.
- iv. Monitoring of books to ensure that the policy is adhered to.

## Tasks

- Staff meeting to determine policy
- Policy to be agreed by Governors
- Policy posted on website and parents informed
- Implementation of policy
- Monitoring of books half termly

## Action Group

Head and Staff  
Governors

Head

Staff  
Head and SMT

## Timescale

January 2017  
Spring meeting 2017

Spring 2017

Ongoing  
Ongoing

## Cost

Supply costs for  
SMT to be  
released – approx  
£600

## Intentions

- To ensure that we have a marking scheme that supports our current target setting system and APP assessments
- To ensure that marking facilitates progression and the development in depth of understanding
- To ensure continuity throughout the school – a whole school agreed policy.
- To give mind to the workload of all teachers.

## Aims and Objectives

One of our main aims is to foster positive attitudes to learning. Teaching children to value their work and respect the efforts of others is an important part of the ethos of the school.

We believe that we should, whenever possible, respond to work with each individual child, but it isn't always practical or appropriate. We recognise that managing the marking workload can be demanding. As such diagnostic comments will be related, as appropriate, or the WILFs ( What I Am Looking For grids/statements – these may be pictorial in Reception and KS 1) for that lesson, may be used as an

alternative.

We may respond to children's work –

- Individually
- In small groups
- As a whole class

Our response aims –

- To be positive and constructive
- To correct errors within a piece of work
- To move children forward in their thinking
- To develop knowledge and understanding
- To raise open-ended questions which will further develop children's thinking. These questions may be 'Next Steps' comments in books.
- To reinforce teaching points
- To focus children on their target and/ or the learning objective of the lesson, showing them how they may achieve this
- To develop continuity and progression in learning
- To praise, motivate and encourage
- To encourage children to self-evaluate and to have the opportunity to evaluate the work of others – peer marking
- To inform other adults of children's progress
- To inform all assessments

**We must give the children time to respond to any questions asked, either straight after the lesson or before the next one. Whichever is most appropriate.**

We use children's work to assess their learning and understanding. This information is used to inform planning ensuring the appropriateness of the tasks. We also use work to evaluate and inform the effectiveness of our teaching.

**N.B. The way in which we respond to a piece of work will be determined by the purpose for which the work was intended. For example – not all spelling would be marked/ corrected in a piece of history work**

## **Equal Access and Outcomes**

The marking process should be understood by all children. A range of methods, e.g. traffic lights, will be employed in order that the youngest learners and those with special educational needs can easily understand what is meant.

## **Methods of marking**

**Maths –**

**Foundation Stage and K.S.1**

- A traffic light system may be used by both teachers and children. This will enable the younger

children to self evaluate their work and progress–

Red = I did not really understand. I will ask how to fix it.

Orange = I did most of this well. How can I make it better next time?

Green = I did all of this well. What will I do next time?

- In Year 1 the children will be introduced to the K.S. 2 methods, in readiness for transition
- Traffic lights will continue into K.S.2
- Throughout K.S.1 comments will be made on work when and where appropriate, in line with the above aims. Where a teacher marks a red traffic light, this should be followed up by a comment after the next piece of related work.
- WILFS to be used as appropriate

## **K.S. 2**

- Work will be marked with a ‘C’ if the work is incorrect and the teacher wants the child to correct it. This will then be followed up with a comment if appropriate.
- Work will be marked with a ‘X’ if incorrect and the teacher doesn’t want the child to correct it
- Work will be marked with a ‘tick’ if correct.
- WILFS to be used where appropriate

## **Both Key Stages**

- Marking will be done in green pen
- Target related work should be marked with T in a circle
- Independent work should be marked with an I in a circle
- Supported work should be marked with an ‘S’ in a circle
- Marking/Lessons delivered by a Cover Supervisor should be annotated with ‘CS’ in a circle
- Comments to be aimed at the Learning Objective and/or child’s target
- ‘Next Steps’ marking to identify the progression of work and an individual target for each child. This may be for the following day/week or next time the topic is taught. It will be written as ‘NS’ followed by an arrow.
- All investigative work will require a comment or open ended question to reinforce, direct or challenge
- Children will be encouraged to write their own answer in response and given the time to do this.

## **Presentation**

### **Maths**

#### **Foundation Stage and K.S. 1**

At K.S. 1 children need the freedom to explore and develop their own strategies for success. At this stage they may need to make marks, draw pictures, use colours etc. A book with plain paper will be used. A book or paper with 1 cm squares in will be introduced when in Year 1 for computational work. This will help to reinforce place value as well as developing presentation.

## **K.S. 2**

Books with 1 cm and/or 8mm squares or paper will be used in the main. If appropriate, plain paper or graph paper will be used also depending on the task.

**We will expect children to use cursive handwriting at all times. We will model this ourselves when writing on the board or in their books.**

**Also any typed out LOs/WILFS/tasks should use our cursive font ( unless a child has a specific need/learning difficulty that will require them to read normal print)**

## **English**

### **Foundation Stage and K.S.1**

Again the traffic light method may be used and a 'C' or 'X' will be introduced in Year 1, summer term. This will be for activities that are Word level or Spelling. The 'C' will then be followed up with a comment.

- WILFS to be used from Year 1 onwards

## **K.S.2**

Traffic lights also to be used in K.S.2

Again the 'C' or 'X' will be used for Word level activities with the 'C' being followed up by a comment if appropriate.

### **Both Key Stages**

- Marking will be done in green pen
- Target related work should be marked with T in a circle
- Independent work should be marked with an I in a circle
- Comments to be aimed at the Learning Objective and/or child's target
- 'Next Steps' marking to identify the progression of work and an individual target for each child. This may be for the following day/week or next time the topic is taught. It will be written as 'next steps' followed by an arrow.
- Extended pieces of writing / Text level work will require comments that will reinforce, direct or challenge. Comments will be aimed at the learning objective and/or the child's target.
- WILFS to be used where appropriate

### **Symbols used in marking English work**

Punctuation – Circle around the error

Spellings –

- underline words which children should know, and uses regularly, in green
- underline words which child is not expected to know in green and write correct word above

New paragraph - // to show the start of the paragraph

Insertion - ^ with the insertion written above

Movement – ( ) around the phrase or word and an \* to show where it should be moved to

Sense – ( ? ) with a written question if space

Self correction – the child should draw a neat pencil line with a ruler through the mistake, or write a X after the mistake, or put brackets round the mistake

Good vocabulary or phrase – mini ticks

For Yr 5 and 6 only – the word ‘Usage’ written in margin and the word underlined in green

**We will expect children to use cursive handwriting at all times. We will model this ourselves when writing on the board or in their books.**

**N.B. There will be times when presentation is not a focus i.e. sustained independent writing. At these times content and structure will be the main focus.**

## Science

### Foundation Stage and K.S.1

Again the traffic light method may be used and a ‘C’ or ‘X’ will be introduced in Year 1. This will be for activities that are knowledge based i.e. a correct answer is possible. The ‘C’ will then be followed up with a comment.

### K.S.2

Traffic lights to be used in K.S.2

Again the ‘C’ or ‘X’ will be used for knowledge based activities with the ‘C’ being followed up by a comment if appropriate.

### Both Key Stages

Scientific investigations and enquiry will require comments that will reinforce, direct or challenge. Comments will be aimed at the learning objective and/or the child’s target.

Misspellings of scientific vocabulary will usually be corrected

- Marking will be done in green pen
- Target related work should be marked with T in a circle
- Independent work should be marked with an I in a circle
- Comments to be aimed at the Learning Objective and/or child’s target
- ‘Next Steps’ marking to identify the progression of work and an individual target for each child. This may be for the following day/week or next time the topic is taught. It will be written as ‘next steps’ followed by an arrow.
- Teachers to indicate whether investigations are modelled, intermediate or independent

**We will expect children to use cursive handwriting at all times. We will model this ourselves when writing on the board or in their books.**

## **RE**

### **K.S.1**

Again the traffic light method may be used and a 'C' or 'X' will be introduced in Year1. This will be for activities that are knowledge based i.e. a correct answer is possible. The 'C' will then be followed up with a comment.

### **K.S.2**

Again the 'C' or 'X' will be used for knowledge based activities with the 'C' being followed up by a comment if appropriate.

### **Both Key Stages**

Comments, where made, should relate to lesson learning objectives, key questions and/or pupil participation, indicating what pupils need to do next to improve where appropriate. Comments need not be made on literacy errors.

- Marking will be done in green pen
- Target related work should be marked with T in a circle
- Independent work should be marked with an I in a circle
- Comments to be aimed at the Learning Objective and/or child's target
- 'Next Steps' marking to identify the progression of work and an individual target for each child. This may be for the following day/week or next time the topic is taught. It will be written as 'NS' followed by an arrow.

**We will expect children to use cursive handwriting at all times. We will model this ourselves when writing on the board or in their books.**

## **ICT**

This subject is cross curricular and therefore will come under the marking criteria for the subject it is being used within. Comments on choices made about presentation should be made where appropriate. The skills aspect of ICT will be assessed and developed on a continuous basis.

### **Foundation Subjects**

In the main, where a written response has been asked for, these should be marked using the same guidance as English, with knowledge based work using the word level or spelling criteria and extended writing using the text level criteria. If there are skill based elements e.g. art then these will be assessed and developed on a continuous basis.

**Thematic work should be marked with reference to the relevant curriculum area objectives e.g. history/geography, as appropriate.**

**NS comments, where relevant, should be topic based and extend learning in that topic/area.**

**We will expect children to use cursive handwriting at all times. We will model this ourselves when**

**writing on the board or in their books.**

### **Resourcing**

1. Staff will need relevant coloured pens
2. Squared paper and/ or books

### **Monitoring of Continuity and Progression**

The Senior Management Team will monitor whole school marking via half termly or termly book scrutinies and class room observations, with feedback given to all teachers.

The Head and one of the SMT will 'drop in' regularly ( we aim for once per fortnight) to each class. At these times a random selection of books will be checked and verbal feedback given to the teacher.

### **Summary**

The above specifies the forms of marking to be used by all staff at all times. Staff will need to familiarise themselves and their pupils with the conventions and indicate to the children what action is expected from them as a result of the above marking.

The hard work and efforts of our children deserve to be rewarded and celebrated by the hard work and efforts of our marking.