

ESTCOTS PRIMARY SCHOOL



Marking Policy

ESTCOTS MARKING POLICY

INTRODUCTION

This document is a statement of the aims, principles and strategies for marking pupils' work at Estcots.

WHAT IS MARKING?

Marking is the way in which we, as teachers, respond to pupils' work. It may be formative ongoing monitoring of class work through discussion, ticks, symbols, etc. or more detailed marking of specific tasks, activities and assignments using comments, written or verbal, that are designed to signpost pupils to progress and their next steps.

The marking of summative assessments, set by the Government and other outside agencies e.g. SATS – or formal in-school testing – is marked using a mark scheme or other set criteria and does not usually involve the pupil.

AIMS IN MARKING

- Before the task is set, both teacher and pupil should know the purpose and expectation of the work stated clearly in a child speak “Learning: how/what/why/when/where.....” with differentiated success criteria
- All work undertaken in class will be checked and/or commented on, written or verbally
- There will be consistency of marking methods and standards throughout the school (see strategies for marking and marking symbols)
- Pupils will, whenever possible, be involved in the marking process through the use of a purple response pen
- Where appropriate, when formally marking a piece of work, new realistic targets should be identified and set, and then monitored at a later date
- Reflection time and self-correcting opportunities are given regularly
- There will be a whole school approach to the marking of spelling, punctuation and grammatical errors. (see marking codes)

PRINCIPLES

Marking is important in order to raise the pupil's standard of achievement by:-

- Praising and encouraging the child
- Providing an opportunity for dialogue between pupils and adult about achievement and their next steps in learning
- Identifying needs and providing further support
- Assessing the work either formatively or summatively

Marking is undertaken for:-

- The individual pupil
- To provide information for the teacher
- Other teachers
- Parents

- Other outside agencies i.e. educational psychologists and moderators

STRATEGIES FOR MARKING

- Marking may be undertaken by the class teacher, teaching assistant, other teachers or student teachers and sometimes by the pupils.
- It may take place either while the work is in progress – ‘live marking’-or as soon as possible, ideally with the pupil, or at a later time and feedback given.
- English and maths is marked daily in relation to the learning objective.
- English and maths is marked in depth once a week
- Reflection time is planned to review work from previous lessons and children are given time to respond to all comments.
- Poor presentation is addressed in the marking process.
- Senior leaders and subject leaders regularly monitor the marking of pupils’ work and take action to share good practice and address any inconsistencies.
- All work will be marked in a green pen.
- All pupil responses will be in purple pen.

Level of support should be written on work EYFS/Y1

I - Independent

TA - Teaching Assistant

KS1 - Written comments may include stickers and symbols. A star and a Next Step should be given in English and maths, linked to success criteria.

KS2 – A star and a Next Step should be given in English and maths, linked to success criteria

Where great improvement or excellent work has been produced, the child may be sent to the Headteacher, Deputy Headteacher or Phase Leader.

- Good work for a specific child may be reinforced by displaying the work to the class, or by sharing in an Assembly.
- Response partners are used to evaluate each other’s and their own work.
- If pupils have clearly not understood a concept, the teacher should refrain from over marking as too many marks on the page can be demoralising. i.e. only a few dots should be put on a page before a note is written asking them to seek help.
- Where spelling errors have occurred within a piece of work, key words (target spellings or common exception words) (number dependent on ability) should be corrected.

Feedback should be constructive and helpful, and in most cases, positive. However, where work is well below the standard for that child, this may be communicated to the child as follows:-

- Dialogue between teacher and child.
- A ‘Next Step’ which sets an achievable target that the child can work towards.
- Written comment stating the length of time the work has taken.
- Verbal or written statement indicating how the child could improve.
- In extreme cases, where the child is distressed, the page may be removed or covered up at the teacher’s discretion and always in consultation with the child.

Time will be provided in the lesson to respond to the teacher’s feedback.

Key Stage 1 Marking Code

😊	Good use of LO/Success criteria
☆	Success Criteria
NS	Next Steps
○	Missing punctuation
?	This does not make sense, please check
sp	Spelling
<u>b</u>	Line and correction for formation
<u>2</u>	Digit correction
✓	Correct



I Independent

TA Teaching Assistant

T Teacher

VFG Verbal feedback given

Key Stage 2 Marking Codes

☺	Good use of LO/Success criteria
☆	Star - success criteria
NS	Next steps
//	New paragraph
^	Missing word
	Let's talk
	Missing punctuation
~~~~~	Grammar
?	This does not make sense, please check
----- th	Thesaurus for more adventurous words
-----sp	Spelling

<b>I</b>	<b>Independent</b>
<b>TA</b>	<b>Teaching Assistant</b>
<b>T</b>	<b>Teacher</b>
<b>VFG</b>	<b>Verbal feedback given</b>

**N.B.**

- Words incorrectly spelt may be underlined and corrected on the opposite page (number and type of words chosen will depend on the ability of the child).
- Where missing punctuation has been indicated, children are expected to self-correct where appropriate, otherwise the correct punctuation may be inserted to show what should have been done- or an example provided on the opposite page.

## Presentation of work

1. Date all work on the left – using the short date in maths (6 digits) and the date in words for English.
2. Date and title and any sub-headings should be underlined with a ruler.
3. All writing should be joined (when the child is ready to join – taught from Y2 - see script in handwriting policy).
4. All work should have a learning objective (Learning: to/how/what/why...) and success criteria.
5. One digit per square in all maths books.
6. All work will be completed in pencil until a child can form their letters correctly and writing is joined and legible. A pen will then be used. Pencil should be used for all maths work. All pencils should be sharp.
7. A range of pens and pencils can be used for presentation and display work.
8. A new line should be used for each new question.
9. For self-correction, a single line will be used and a rubber will be used at the teachers' discretion.
10. A green pen will be used for marking.
11. A purple pen will be used for pupil response.
12. All books will be clearly labelled with the child's full name, class and subject.