



St. Saviour's Church, Eoalpit Heath.

The Manor C of E Primary School

Policy: Marking

Author: Teaching Staff

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Approved: _____ Headteacher

_____ Chair of Governors

Marking Policy

1. Rationale

We have agreed an approach to marking that will aid continuity and progression throughout the school; to clarify the next steps required so that the learning will develop. Staff, pupils and parents will have a clear understanding of methods used and the reasons for marking.

2. Aims

Our aims when marking are:

2.1 to provide an assessment of a child's work which can be shared with the child, relating to:

- a) the learning objective;
- b) the level of effort for that child;
- c) the presentation;
- d) planning next steps in the child's learning;
- e) aiding understanding.

2.2 to involve the child in undertaking self-review and in raising their own achievement.

2.3 to develop a dialogue between teacher and child which is focussed on achieving an improvement in the standard of the child's work.

2.4 marking is related to a child's targets which are set regularly and achievement is celebrated.

3. Guidelines

All marking to be completed in green ink.

FS	<p>All marking is completed with the child. Verbal Feedback (VF) marked if no written comment recorded. Practical SELF Assessment using an evaluation board or thumbs up/down. This may continue into Year 1, as appropriate.</p>
KS1/ 2	<p>Self- and Peer- Assessment: Use as appropriate for age and ability: <u>Faces:</u> Smiley face – I fully understand. Middle face – I need more practice Wobbly face – I do not understand this yet.</p> <p><u>Comments:</u> Children may indicate their level of understanding through writing comments/ self- and peer-marking in relation to Success Criteria) this may need to be modelled by the teacher)</p> <p><u>Comments to pupils from teachers will show some of following:</u></p> <ul style="list-style-type: none"> • Praise • Evidence of Learning Objective • Comments in relation to Success Criteria • Closing the Gap statements (how to move closer to the objective) • Related next steps • A challenge or question <p>Pupils should be given opportunities to respond to teacher marking (in KS1, this may be with the support of an adult)</p> <p><u>Guided Groups:</u> Where a teacher has worked with a group, quality verbal feedback will be given. Therefore, written comments may be minimal (eg vf)</p>

<p>Generic</p>	<p>Work will be marked correct with a tick, incorrect work will be indicated by a dot.</p> <p>Highlight or tick green where WALT is being met Highlight pink or use * next to an aspect to be improved; use this at the bottom with a comment indicating the improvement to be made.</p> <p>vf verbal feedback</p> <p>gu good understanding</p> <p>gl guided learning</p> <p>pw paired work</p> <p>S supply</p> <p>TA teaching assistant</p> <p>WS with support (if help given outside of a guided group)</p> <p>I independent</p>
<p>Marking Codes for pupil action</p>	<ul style="list-style-type: none"> • Ch – check this calculation/ answer etc • Circle spelling errors for pupils to self-correct (reasonable number in relation to ability and age of pupil). Spellings of challenging words may be corrected by teacher (above or close to the word in the text) • Squiggly line or question mark - Check it makes sense (and correct) • Empty circle in appropriate place - punctuation needed (this may be added by the teacher as demonstration) • Incorrect use of punctuation – circled – to be corrected (eg incorrect use of capital) • ^ - Insert an additional or missing word • _ _ _ _ - use more adventurous vocabulary (pupils may use this themselves to indicate an attempt at an adventurous word)

4. Rewards

Individual needs will be taken into account as well as the learning objective for the lesson (eg a child who has difficulty with handwriting may be rewarded for a particular effort with this)

- a) Positive comments whenever possible.
- b) Stickers.
- c) House points awarded for good quality work and/or above average effort.
- d) Certificates for exceptional work.
- e) Badges are awarded for number bonds and tables.

5. Pupil Involvement

- a) Whenever possible, mark alongside the pupil and involve him/her in the process.
- b) Peer review - children discuss each other's work at the teacher's discretion.

6. Corrections

Corrections will be completed at the teacher's discretion, bearing in mind the context of the errors and the learning needs of the child. In general:

- a) corrections to be completed before resuming work, either alongside errors or re-written in full.
- b) reflection and checking time to be built into the process.