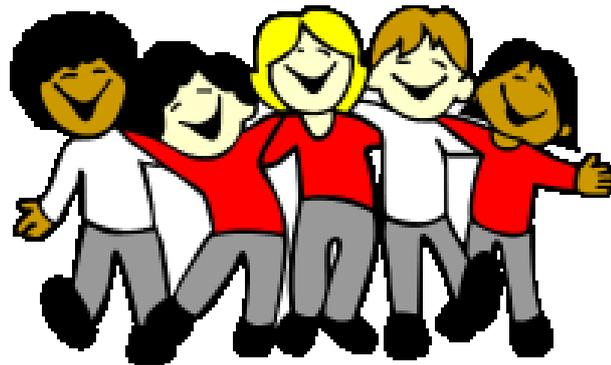




# Marking Policy



## St Erth School

*Caring, Sharing, Preparing for Life*

Date Written	Jan 18
Reviewed On	Every 2 years
Last Review	Jan 20
Next Review Date	Jan 22
This policy has been reviewed and adopted by Headteacher	
Date: Jan 20	

# St Erth CP School

## Policy on Marking

### 1 Introduction

- 1.1 Marking complements and assists teaching and learning. It serves as a tool for assessing individual and school performance. Marking should be diagnostic and inform children of the next steps needed in their learning in order to improve their work. Marking will also provide focused feedback on the learning objective/success criteria for that lesson whenever appropriate.
- 1.2 The school policy will provide standardisation and consistency of practices throughout the school.
- 1.3 The implementation of the policy is the responsibility of all staff.

### 2 The Nature of Marking

- Marking should be positive.
  - All work should be acknowledged
- 2.1 Marking should serve as a permanent record for the child, teacher and parent and outside agencies when required. These should include specific improvement suggestions focusing on:
    - The qualities of the child's work
    - Specific ways in which the work can be improved.
    - Improvements that the child has made compared to their earlier related work
  - 2.2 Marking can be done by the teacher/ teaching assistant
    - To indicate achievement in relation to the learning objective/success criteria
    - To show children how they can improve their work
    - To enhance the child's self-esteem
    - To aid teacher assessment
  - 2.3 Marking can be done by the children:
    - To encourage independent learning through self-checking
    - To be more critical in their approach to their work
    - To aid teacher assessment
    - Using checklists to help children know how they can improve their work

### 3 Entitlement

The implementation of a positive marking policy will assist in the assessment of each child's work and the delivery of the National Curriculum.

### 4 Practices and Procedures

- 4.1 Marking done by the teacher:
  - **Verbal:** Verbal comments are a valued form of feedback for all children and abilities. This means discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. Such an exchange may be accompanied by a written mark to represent feedback which will serve as a record that the child has received feedback. In some cases

it may be helpful to add anecdotal notes to explain the context in which the work was done.

- **Written:** This means notes or comment with the use of symbols. We will highlight the learning objective in green if it has been securely achieved and in pink if not secure. Where appropriate, the green highlighter could highlight where in the piece of work the learning objective has been achieved. A constructive comment may follow at the end of the work so it is clear what the child needs to work on to progress. Teacher's comments and marks are to be written in red pen so it stands out from the pen and pencil used by the children.
- **Editing code:** Most children will use the progressive editing code when assessing their own writing and teachers will use it to mark selected pieces of writing. Starting with the basics in Reception and Y1 then progressing through Year 2, Years 3/4 and Years 5/6.
- **Symbols and Scores:** These take the form of ticks, motivational stickers, smiley faces and printed stamps. For example to show that the child's target has been achieved. Where appropriate a record of the scores achieved is kept by the teacher, e.g. weekly spelling/times tables tests. This can help to monitor the child's progress and overall performance.

#### 4.2 Pupil Feedback:

- **Verbal:** This means contact with an adult or another child. Through discussion and exchange or comments the child is able to amend, correct or enhance work. Children are encouraged to read their work aloud, either to themselves or to talk partners in order to make improvements.
- **Written:** This varies with the development of the ability of the child.  
The use of toolkits are used to support the child in identifying areas where improvements can be made and pupils can make/suggest necessary improvements.
- **Symbols and Scores:** Children may be asked to draw symbols on work in order for the teacher to assess their level of understanding in a particular topic. These symbols vary across the school and are agreed with the children in each class, e.g. smiley faces, traffic lights.

#### 4.3 Codes used for Marking

4.4 These will vary depending on the age and ability of the children. Codes are introduced in KS1 and developed as children progress through the school. There are no hard and fast rules stating what is used. The teacher of each class will make this explicit at the beginning of the year.

4.5 Codes in general use are:

**VF** – verbal feedback

**I** – Independent work

**PW** – partner work

**TA** – supported by TA

**T** – supported by Teacher

4.6 In addition to these codes and as children progress as more independent and fluent writers through the school, a greater range of codes are introduced. Those in common use are:

**^---** finger space

**A** Capital letter

. Full stop

**Sp** – in margin, indicating spelling needs checking or the use of a line under the spelling

**P** - Punctuation error

>

< - this does not make sense

>

^ - Omitted word

**WWW** - use a better word

// - New paragraph

--> - change the order

- 4.7 Not every mistake will be corrected. To correct everything is seen as counter productive to child motivation.
- 4.8 The point of teacher written correction (as opposed to written comment) is to point out to children their mistakes so that they can correct them and learn from that correction. Corrections should link to the learning objectives/success criteria. However, other non-related errors which a child consistently makes should also be corrected as appropriate.
- 4.9 For re-draft and display purposes children's work may be copied out, spell checked and amended to produce a 'final' copy.
- 4.10 There should be examples of children's unaided work so that a true picture of performance is evident to teaching staff, children and parents. Comment and notes may be teacher appropriate rather child friendly e.g. marking/comments on a test paper.
- 4.11 Children's self-correction is encouraged. However, if correction is aided then this should be apparent and children should not erase the teacher's correction.

## **5 Giving children the time to make improvements**

- 5.1 Marking is only productive and children can only learn from it when they are given time to respond to the teacher's comments and make further necessary improvements to their work.
- 5.2 Following feedback given, children review their learning with a teacher/ teaching assistant/ learning partner or independently.
- 5.3 KS1 children have the opportunity to improve their work, based on the teacher's comments as part of a group when the teacher is working with them.

## **6 Recognition of Achievement**

- 6.1 Children are encouraged to celebrate one another's achievements within class groups and within special assemblies.
- 6.2 Children are often commended with house points, class rewards and 'Outstanding Achievers' certificates in the weekly celebration assembly.
- 6.3 Achievement is also recognised by sending the child to the head teacher, other teachers, for praise.

## **7 Monitoring and Review**

The head teacher will monitor marking throughout the school as part of the whole school monitoring process. This policy will be reviewed on an annual basis by teaching staff.