

Marking Policy

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In line with the Government's guidance on reducing teacher workload, we believe that marking should be efficient and effective. Marking systems should be put in place which address misconceptions in a timely manner to sustain progress yet utilise our time and energy to make a greater impact on the educational lives of our children.

Each child in our school will have their English and Maths books marked at a deep level once a week by the teacher. While implementing this, we encourage staff to use their professional judgment to decide the best type of feedback to use. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress. Other feedback strategies may include:

- Immediate verbal feedback
- Surface marks
- Highlighting,
- Next step comments
- Whole class feedbacks
- Peer assessment
- Self-assessment

What our marking looks like

For each lesson, children should be aware of the Learning Objective (L.O). The Success Criteria (S.C) should always be generated in the lesson with the children. Once the work is completed, the Teacher will indicate whether the child has achieved the learning objective using a triangle system below. In some lessons, teachers may choose to note specific achievements using green pen and next steps in a pink pen. In other lessons, this triangle and some verbal feedback will be as effective as a detailed mark.

Other rewards, such as stickers and house points, may be awarded for good quality work or for where the learning objective have been achieved or exceeded.

			
Working towards	Objective partially met	Objective fully met	Mastery

In writing, further symbols will be used to draw children's attention to the areas of improvement.

<i>KS1 and KS2</i>		
Capital letters 	 Spelling	
<i>KS2 only</i>		
? This doesn't make sense	BW Try and choose a better word.	* Look Here
 Independent work	 Supported work	 Verbal feedback given
/ Start a new line	// Start a new paragraph.	 Missing Punctuation

Response to Marking

We believe that marking is only valuable if it is responded to by the child promptly. Therefore, children will have regular opportunities across the curriculum to respond to marking, using “reflective red” pens to make changes to their work to meet and next steps suggested by their teacher. This may be adding words or punctuation; rewriting whole sentences; recompleting maths questions where mistakes have occurred or completing challenges set by the teacher.

Feedback on spellings

In our school, we have placed a high emphasis on the teaching of spelling but also believe that the children need the opportunity to spot their own spelling mistakes. To develop this independent skill in our children, teachers will adopt this feedback progression.

- 1) For children working at the expected level in KS1, teachers will indicate where a word is spelt wrong by using the SP symbol. The child will correct the spelling in red (using a dictionary to help if needed) and write the spelling in a sentence below their work.
- 2) For those children working at the expected level for Year 3 and Year 4, Teachers will indicate that there is a spelling mistake by using the SP symbol in the margin in line with the spelling mistake. Children will correct the spelling in red pen and write a sentence with the correct spelling at the bottom of their work
- 3) For those children working at the expected level for Year 5 and 6, Teachers will indicate the number of spelling mistakes at the end of the paragraph. Children will the identify the spelling mistake, make the correction in red pen.

We do understand that, for some children where spelling is a specific need, this may be demoralising, so teachers will use their discretion when deciding how many spelling mistakes to point out.

Monitoring

SLT will work with all teaching staff to monitor and review this policy to ensure that feedback on children’s work is effective and efficient