

Everyone **S**miles **H**ere.
Esh Church of England Primary School.

ESH
Church of England
(Aided)
Primary School.

Marking Policy

Updated - October 2014



These Guidelines are adopted subject to the over-riding requirements of relevant legislation, of the school Trust Deed and to the legal responsibilities and powers of the Governing Body as employer, admissions authority and owner of the school

Rationale

To ensure that all pupils have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self assessment.

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To ensure planning is amended in order that the teaching and learning meet the needs of all children.
- To have a consistent approach throughout school.

Principles

- Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.
- Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
- The emphasis in marking should be on a child's achievement/progress and should be linked to learning objectives/success criteria/targets/next steps.
- Teachers should look for strengths before identifying improvements when marking work.
- Evidence of where the learning objective/success criteria have been met should be made clear to the child. If the objective has not been met, the comments should make clear why this is the case. In both cases teachers should identify what the child needs to do next in order to improve future work.
- Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for particular children.
- Children should be given specific time to read, reflect and respond to marking and feedback. This is to ensure that the time that teachers spend marking really has an impact on the children's work.
- Children should, where possible, have access to the marking criteria and understand the meaning of the marks/marking they receive.
- Children should be encouraged to mark, self-evaluate and peer-assess (as appropriate for their level of maturity and ability). Children should use red pencil for comments, or use 'Post-its'.

- Written comments should be used for children of all ages. These comments are not always aimed at the children; quite often it is to inform parents/carers and colleagues (for monitoring purposes). These comments should be distinguished by writing them in brackets.
- Marking procedures and standards should be applied consistently across the school.
- Marking practices and procedures should be in keeping with the school's overall policy on Assessment, and in keeping with the wide range of ways in which the school recognises and celebrates children's achievements.
- The outcomes of marking should be used to inform teachers' judgements concerning children's progress and to inform teacher records and reports.
- Parents/carers should have the school's marking and feedback procedures explained clearly to them.

Guidelines

The following agreed procedures for correcting children's work should be implemented by all staff:

- No work should be left unmarked.
- Marking should be done in red pen.
- Children's work should be corrected as soon as possible after completion, preferably in the presence of the child.
- Children should be given time to act on feedback at the beginning of each maths and literacy lesson.
- When verbal feedback is given (eg intervention/challenge) work should be marked alongside with the markers initials to show this has occurred.
- Work should mainly be corrected according to the curriculum focus, i.e. in a piece of Science work focus on the Science. However, the development of basic literacy and numeracy skills should also be a focus.
- When marking a piece of writing the following procedures should be implemented :
 - Examples of where the child has been particularly successful in demonstrating their understanding of the learning objective/outcome should be highlighted in **green** and commented upon (not just good, excellent etc).
 - Next steps/areas for improvement/misconceptions in relation to the learning objective/outcome (including

- presentation and punctuation) should be highlighted in **pink** and commented upon.
- In addition, where appropriate, prompts/comments should be provided for children to act upon as soon as is possible after the work is marked, thereby showing progression in learning.
- When marking extended/creative writing, the following additional criteria should apply:
 - Incorrect spellings of known words should have 'sp' written above them (up to 3 words in total for KS1 and up to 5 on a page for KS2). These words should be corrected by the child.
 - Where appropriate (age and ability), two vertical lines should be inserted to indicate where a new paragraph should begin, one for a new line.
 - When correcting any work, wrong answers should be marked with a cross, and an explanation given; 'cc' (class corrections) indicates when an adult has worked with the class to feedback.
 - When correcting numeracy work, any wrong answers should be marked with a cross and the correction by the child should be written separately. A 'c' should be noted.
 - Challenge/extension activities in maths can be given in a range of forms, including verbal, whiteboard, ICT-based, written etc. When such activities are set in books they should be identified with a Δ .
 - Our Reception and Year One children have their own pictorial feedback system, which is attached. This is displayed in class. When children are able, they should be transferred onto the same marking scheme as the rest of the school.

Monitoring and Evaluation

The Assessment Co-ordinator/Headteacher is responsible for monitoring the implementation of this policy. Monitoring involves taking samples of the children's work and observing if the policy is being implemented in the classroom.

The performance indicators will be:

- improvement in children's achievement and attainment;
- consistency in teachers' marking across phases;
- participation of children in the process.