

Granby Primary School

MARKING POLICY

Date: September 2015

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INTRODUCTION

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.

Marking should serve as a permanent record for the child, teacher and parent and outside agencies when required.

The school policy will provide standardisation and consistency of practices throughout the school. The implementation of the policy is the responsibility of all the staff.

The nature of marking:

Marking should be positive.

All work should be acknowledged.

Marking is done:

- 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

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

PRACTICES AND PROCEDURES

Marking done by the teacher

Verbal

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 e.g a **V** to represent verbal 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.

Notes and comments - these should be positive, neat, in a contrasting colour and where appropriate, inform of next steps needed to make improvements. **They should be constructive.**

Symbols and scores - These take the form of ticks, stickers 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.

Recognition of Achievement

Children are encouraged to celebrate one another's achievements within class groups and within special assemblies. Achievement is also recognised by sending the child to the head teacher, other teachers for praise, or by nominating the child for the achievement tree. Smiley faces are collected as rewards in books for good work and targets achieved towards house points.

Corrections

- Not every mistake will be corrected. To correct everything is seen as counter productive to child motivation. In literacy the improvements are recorded on the left hand page.
- Corrections should link to the learning objective/success criteria. However, other non related errors which a child consistently makes should also be corrected as appropriate.
- In Literacy books marking will be directly linked to targets on the front of books and the marking ladder if it is an end of unit piece of writing.
- For re-draft and display purposes children's work may be copied out, spell checked and amended to produce a 'final' copy, but there would normally be an earlier draft available.
- There should be examples of children's unaided work so that a true picture of performance is evident to teaching staff, children and parents. These pieces will still normally be marked with a comment.
- Children's self-correction is encouraged, however, if correction is aided then this should be apparent and children should not rub out teacher corrections.
- The marking of written work will vary with the development of the child. At an early stage most marking will be verbal. As children develop they are encouraged to become more independent and use check lists/wordbooks. The conversation is always about how to improve the quality of the work.
- The overriding marking principle is to encourage children to understand the success criteria, attempt to achieve it, reviewing the

work with peers, TA's and teachers. Improvements recorded on the left hand page.

Giving children the time to make improvements

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. Time is given in the lesson for children to review their work in light of review, either with the teacher or with a learning /talk partner.

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.

Marking done by the pupil

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. On occasions writing advice on the left hand page.

Written

This varies with the development of the ability of the child. Young and less able children would not be expected necessarily to re-write their work. Independent writers will draft and self-check their work for the teacher/peers to mark. The use of checklists and marking ladders are used to support the child in identifying areas where improvements can be made. Any relevant mistakes not identified by the child will be highlighted by the teacher so that further corrections/improvements may be made.

Symbols

Traffic light system is used by children in maths to indicate whether children have understood, need more practise or need teacher help.

Codes used for marking

- Incorrect punctuation such as omission or incorrect use of capital letters is circled.
- Full stop omissions are highlighted with a dot and a circle
- Sp in margin indicating spelling needs checking
- ^ Omitted word
- // New paragraph
- Punctuation omissions are highlighted as appropriate e.g use of " " for need to insert speech marks.
- Single and double ticks throughout the work indicates the child has been successful

Guiding Principles for Marking at Lower Key Stage Two

The following principles are intended as a guide to best practice in marking at Key Stage Two. They should not be seen as an exhaustive check list to be completed for every piece of work, rather as an aide-mémoire to be used alongside a teacher's professional judgement and common sense!

1. Write on the right (or left if you're left-handed).

Children should write on one side of a double page, leaving the other side free for peer/teacher marking and for subsequent improvements to their work.

2. Discuss and document child-friendly success criteria.

Actively involve children in discussion about what makes a good piece of writing. Generate success criteria and document them on the working wall or on differentiated marking ladders in children's books. Use them to inform self/peer/teacher assessment.

3. Plan mid-lesson learning stops into the majority of lessons.

Plenaries should not be confined to the end of the lesson. Wherever practical and useful, stop children to actively review their learning and provide opportunity for peer/teacher marking. Use the visualiser to share examples of work and demonstrate how to be a critical friend.

4. Highlight positives in green and areas for improvement in pink.

It should be considered standard practice for both children and teachers to use green and pink highlighters to annotate the majority of written work. As a rough guide: Year 3 aim for 2 greens and 1 pink per writing session and Year 4 aim for 3 greens and 2 pinks per writing session.

5. Provide a brief commentary for highlighting on the adjacent page.

A short explanation is to be given for anything highlighted in green, explaining what the child has done well or how they have met the learning objective/success criteria. Pink highlighting should also be explained with clear instructions given about how work could be improved.

6. Use green and pink to emphasise written comments or targets.

Comments by peers/teachers should be made adjacent to the highlighting and denoted by a green/pink spot or mark. Concluding comments or targets should be indicated in the same way.

7. Allow children to make improvements at the earliest opportunity.

Where possible, opportunity should be made for children to act upon areas for improvement during the lesson where the original work was completed. This will have the greatest impact on their learning. Improvements from teacher marking can be completed the following day.

8. Highlight selected spelling corrections in pink.

A maximum of three spelling corrections per writing session should also be highlighted in pink with the correct spelling modelled on the adjacent page to be copied out three times.

9. Document SMART targets on front of books and refer to them in marking.

Every child should have between three and five targets identified on the front cover of their English book. These should be referred to in teacher marking and ticked-off as they're achieved. Four ticks against a single target results in a Smiley and a new target being set.

10. Stick with the programme

There's no hard and fast rule about how often to use this style of marking. However, the overwhelming majority of work in a child's book should be marked in this way. There will be times when it is not practical or appropriate to do so – use your professional judgement.