



Princess May
Primary School

Marking Policy

Marking Policy

This policy gives guidance to staff on the purpose, types and frequency of marking.

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils work through constructive comment acknowledges achievement, promotes positive attitudes and leads to an improvement in standards.

An agreed system with consistent procedures in responding to pupils work needs to be followed throughout the school in order to provide clear messages to pupils, parents and other teachers about individual progress.

Aims:

- To respond to work in order to improve pupils' learning and understanding;
- To focus response against the learning objective;
- To identify and target areas for children to develop;
- To encourage children to be self evaluative and independent learners;
- To assess the child's level of understanding ensuring the work matches their need and ability;
- To respond in a positive manner that highlights strengths and shortcomings and offers constructive feedback about their progress in a way that is understood by the children;
- To monitor standards of presentation and effort;
- To provide evidence of progress for assessment purposes.

Feedback from marking is an effective tool when:

- learning objectives are clear and shared;
- pupils understand what is required of them to be successful;
- pupils work is marked against clear planned learning objectives and success criteria;
- specific points for development are identified in pupils work and targeted in future planning;
- teachers check that feedback is understood and acted upon;
- language used is clear and consistent;
- pupils are given time to read, assimilate and act on feedback;
- is carried out regularly;
- indicates strengths and weaknesses;
- is of a positive nature;
- Involves the pupil in reflection and review.

Marking and Assessment

- The way in which we respond to children's work depends on the curriculum subject area and the ability of the individual child. At the beginning of each lesson the learning objectives and success criteria, will be shared with the children.
- The marking of children's work should be used as a formative assessment and used to inform future planning and target setting.
- Feedback should be positive and constructive, focussing on success and identifying how to move the child forward with their learning.
- Key errors will be corrected but discretion will be used to avoid over marking. In all subjects across the school, work will be assessed on the child's achievement towards their learning objective, presentation, grammar and spelling.
- Work will be marked in a contrasting colour (Green).
- Marking can be done by the teacher alone, the teacher alongside the child, the child alone, other children (response partners), or support staff. But all written work will be acknowledged by the teacher. (Minimum requirement – teacher's initials and date). Children will be encouraged to look at their work critically and check their work before giving it to the teacher for comment or marking.
- At Foundation Stage, Lower Key Stage 1 and where possible throughout the school, work should be reviewed directly with the child.
- All children must be given time to review the response to their work and to act on it accordingly.
- The agreed correction symbols will be used throughout the school.

Agreed marking code

For consistency in marking staff are required to follow this marking code.

Staff will:

- **use a green pen at all times when marking;**
- initial and date all comments;
- KS1 and Foundation Stage – use smiley faces to inform all children on achievements against objectives.
- Next steps for all subjects in KS1 and 2 and for Literacy and Numeracy in Foundation Stage.

Pupils will:

- KS2 - comment on writing feedback;
- KS2 - pupils will self assess using agreed symbols.

Teaching Marking Codes

Marking Codes KS1		Marking Codes KS2	
Learning objective achieved		Spelling error	
More practice is needed		Look again	
Adult support needed		New paragraph	//
Spelling error		Missing Words	^
Look again		Next Steps	
Missing Words	^	Correct answer	✓
Next Steps		Incorrect answer	✗
Correct answer	✓	Missing or incorrect punctuation	Ⓟ
Incorrect answer	✗	Independent Work	IW
Independent Work	IW	Supported work	SW
Supported work	SW		

Marking Codes Foundation Stage

Learning objective achieved	
More practice is needed	
Adult support needed	
Independent work	IW
Supported work	SW
Next Steps	

Frequency of marking

- Marking may take place during the lesson which allows for immediate feedback.
- All work will be marked before the next session of that subject.
- Each pupil should where possible have 2 pieces of writing marked in depth each week. This would include **three** comments including a **praise comment** (highlighted), a **quick fix comment** e.g. spelling, and a **moving on/next step comment** (no more than 2)

Presentation

A high standard of presentation is expected across all curriculum areas. It should be stressed to the children that presentation is important and every child will be encouraged to present their work as well as they can. Regular weekly practice in handwriting and presentation skills across all year groups will enable children to achieve higher standards in presentation. If there is a special educational need, the use of ICT may give additional support.

All pieces of work should have:

- Date;
- L.O;
- Title (if appropriate).

The school handwriting style (Nelson) should be used at all times. Handwriting should be in black pen or pencil. Children will use pencil in KS1. All KS2 pupil to work in pen for writing task.

Monitoring

The response to children's work will be monitored on a regular basis by SLT, Phase leaders or Subject Leaders, taking a selection of work across the ability ranges from each year group. The School Leadership Team will moderate samples of work on a regular cycle to ensure continuity and compliance to the school's monitoring policy.

Parental Involvement

Parents will be made aware of this policy and the symbols used in responding to children's work.

Responsibilities

All teaching staff and support staff employed at Princess May Primary School are aware of this policy and are expected to follow its guidelines. This policy will be reviewed on a yearly cycle or as appropriate by the Assessment Lead.

Date: September 2015

Implementation date: September 2015

Next review date: July 2016

Signed by:

Stephen Spooner Headteacher

Kristopher McGee Chair of Governors