



## Marking policy

'It would be impossible, impractical and unmanageable for every piece of work to be used for formative assessment and 'quality marked'. Teachers will need to decide which pieces of work to give detailed attention and which they are simply going to acknowledge'

*Shirley Clarke 2001 'Unlocking Formative Assessment'*

### **Rationale**

To ensure that all children have their work discussed and marked in such a way that feedback will 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 that measures school progress against national standards.

### **General**

- Oral feedback is the most powerful. Teachers create as many opportunities for this as possible
- Children's work is marked as soon as possible after completion, and, if possible and appropriate, in the presence of the child.
- Feedback relates as much as possible to the lesson objective/ success criteria of the curriculum focus/ targets
- Comments are written in appropriate language for the individual child's age and ability. In focused marking they point out successes and points for improvement.
- For feedback to be effective children are given specific time to read, reflect and respond to marking and feedback. Where appropriate, teachers manage this within lessons as well as in follow-up sessions.
- In recognition of outstanding effort and achievement, certificates will be presented to members of each class during the celebration assembly.

- Marking and feedback practices are manageable and purposeful.
- Marking prompt sheets are displayed in all classrooms

### **Types of marking**

**Acknowledgement marking** - this may include a tick or symbols, and is used where considerable oral feedback/guidance has occurred in the lesson

**Self-marking** - children mark their own work. Spellings, mental mathematics, comprehension are obvious examples but teachers find opportunities in other contexts. The emphasis is on children assessing their own learning and using this to move their learning forward.

**Peer-marking** - when appropriate (and after considerable modelling), children mark a partner's work. Initially the focus is on children identifying the strengths and an area for development.

**Focused Marking** - Teachers judge when, and for whom, this type of marking is appropriate. It entails giving focused comments, relating to the lesson objective and success criteria, in order to inform future targets for the children and planning.

### **Marking codes/symbols/pens**

Marking will follow the symbols and codes displayed in every classroom to ensure consistency. (See Appendix A and B)

Marking will be carried out by teachers and support staff using green ink.

### **Subject specific**

The above principles apply to all subjects.  
However, in some, such as P.E. and Music, feedback will be predominantly oral.

Care is taken not to over-mark, particularly where spellings and grammar are concerned. Errors in spelling will be identified by the teacher, specific to the child's ability. Where appropriate, children will correct these.

In Foundation subjects (Science, History, Geography) the spelling of key vocabulary will be marked where appropriate.

### **Literacy**

Time will be given to children to edit and evaluate their own work. This will be consistent with the task (e.g. with extended writing tasks; marking will be more detailed and children will be given time to respond after their work is marked).

## **Maths**

### **Effective marking in mathematics differs from marking in English**

- Marking is not about giving ticks and totalling marks. The focus is on accuracy and misconceptions and not the success rate out of 20.
- *Crosses are seen as negative and dots are used to point out errors. If the child has made a number of errors only the first or significant ones are identified in this way.*
- As much marking as possible is done in partnership with the children  
e.g. - marking their own work eg. mental mathematics
  - discussing answers within a group
  - guided marking with teacher/teaching assistant

**The emphasis is on children explaining their thinking and reasoning  
Less is More! – time devoted to this rather than endless pages of calculations is more productive in moving the learning forward**

- Prompts are given to children to help them overcome their misconceptions.
- As in all subjects, where appropriate time is given to amend errors and reflect on successes.

## **Monitoring and Evaluation**

A work scrutiny will be carried out on a regular basis to highlight good practice, high quality and consistent marking at Morton CofE Primary School. The findings are shared with staff

The performance indicators will be:

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

## **Special Educational Needs**

- In marking the work of children with special educational needs, teachers assess progress towards each individual's targets

- Children receive verbal or written feedback in accordance with their ability
- Children are encouraged to recognise their successes and supported to make improvements

### **Able, Talented and Gifted Learners**

- All work to be marked in accordance with this policy.
- In marking the work of children with particular abilities and talents, teachers assess progress towards each individual's targets
- Where there are no errors or misconceptions an appropriate 'challenge' will be given to the child (see AT&G policy)

### **Supply Teachers**

Supply teachers will mark all work in accordance with this policy, including codes and symbols displayed in classrooms (see Appendix A ).

Supply teachers will initial their marking.

### **Equal Opportunities**

The marking and feedback policy and procedures, encourage the practice of inclusion for all.

### **Governors**

The governor responsible for curriculum matters is involved and regularly updated. It will be reviewed in September 2016.

The following guide is used in Key Stage Two and has been amended for KS1.

## Our Marking Guide



I'm not sure



I'm nearly  
there



I'm confident



Green is Good! A Green Star or Comment.



Pink to Think! A Pink Star or Comment.



Polishing Purple! My own improvements.

<b>I</b>	<b>T</b>	<b>TA</b>
Independent	Marked by a Teacher	Marked by a Teaching Assistant
<b>ST</b>	<b>PW</b>	<b>V</b>
Marked by a Supply Teacher	I worked with a partner	My teacher talked about this with me

<b>SP</b>	<b>\</b>	<b>//</b>
Spelling—A word that you should know or one to check	Start a new line	Start a new paragraph
<b>P</b>	<b>. or ____</b>	<b>A.N or ✓</b>
Punctuation is missing	Something is wrong—Please check	Child to acknowledge or initial