

MARKING POLICY

This Marking Policy should be viewed within the wider context of pupil assessment. Appropriate, consistent and constructive marking plays a decisive role in enhancing pupil achievement. At Garlinge Primary School and Nursery we believe that children should be made aware of their success through constructive feedback and marking. Marking will be sensitively, but critically, approached by both teacher and pupil in the knowledge that it is essential aspect of teaching and learning.

Aims:

- To promote high quality feedback marking throughout the school
- To standardise the school's approach to marking
- To increase children's awareness of the significance of marking
- To positively reinforce children's achievements
- To guide children towards future learning goals
- To provide an approach that is both manageable and effective

We will mark and offer feedback in order to:

- Offer specific information on the extent to which they have met the Learning Intention and/or targets
- Give a clear general picture of how far they have come in their learning and what their next steps are
- Promote peer and self-assessment, in order for children to recognise their own difficulties and areas for development
- Check for accuracy
- Monitor progress (both summative and formative)
- Motivate children by celebrating success

Implementation:

At Garlinge Primary School and Nursery we strive to give the best possible feedback (both written and verbal) to pupils in order to help them work in the gap between what they **already** know, understand, or can do at the moment, and what they **will** want, or need to know, understand, or be able to do in the future.

- Marking should be linked wherever possible to clear criteria, which the pupils are made fully aware of, **before** embarking upon a piece of work. This will usually be based around the Learning Intention, although it is important that other areas for development are not overlooked.
- Children should also be made aware of the Success Criteria for every piece of work, prior to them completing it. These criteria should be generated by the children where possible, written out and displayed to the children for reference during the session.
- Other than highlighters, all marking should be done using red pen, to ease clarity and ensure consistency

- Marking should be undertaken as close to when the pupil has finished as reasonably possible.
- Marking comments should be legible, (demonstrating the school Handwriting Policy) and written using language that the pupils are able to understand.
- Teachers will use a range of strategies to reward outstanding work or effort, including stickers, verbal praise, merits and celebration in Friday assembly.
- Children should be given opportunities to read comments and complete examples from the previous session at the start of the next, where possible, in order to further understanding.

English:

- Teachers will assess each piece of extended writing that children complete. During these pieces, teachers will highlight up to three points where the children have met the **Learning Intention**, using a **green** highlighter.
- Teachers will also highlight one area which needs to be **improved** upon, using a **pink** highlighter.
- A comment will also be added, explaining the reasons for the highlighting where necessary and given the next steps for learning, as well as commenting on 'Non-negotiables' as necessary. (e.g. spelling, handwriting, grammar, presentation)
- In all other pieces of written work, including the Foundation subjects, symbols common to the whole school will be used to illustrate mistakes in children's writing and where improvements can be made. (See Appendix 1)
- Precision Marking symbols can also be used, where appropriate, to support children in understanding strengths and areas for development.
- Children should be encouraged to respond to teacher feedback comments, in order to improve their work

Maths:

- Comments should be made for specific reasons:
 - **Content:** How children have performed in relation to the lesson's Learning Intention
 - **Presentation:** Extra comments made as necessary.
 - **Effort:** Extra comments made as necessary.
- Marking should contain scaffolded examples or challenge questions to complete in order to develop understanding
- It should be recognised that comments for presentation and effort will not ordinarily raise standards in maths, but may still be relevant to a child's overall development/esteem. At Key Stage 1, written comments should be made and opportunities should be given for class teachers and teaching assistants to feed these back verbally where necessary
- Mental maths tests may be marked by teaching assistants, but all scores should be checked by class teachers for accuracy.
- Where possible, examples of the correct technique/presentation should be given to children where understanding has not been demonstrated.

Implementation:

- Regular book scrutiny will be carried out by Subject Leaders, Department Leaders and members of the Senior Leadership Team
- Lesson observations will also include time set aside to audit pupil work and discuss with pupils the feedback that they are receiving.

Impact:

We aim to ensure children:

- Enjoy the process and are motivated to make improvements.
- Are eager to look at the marked work.
- Are given time and opportunity to respond to feedback marking.
- Are linking their work to the learning intention.
- Enjoy raised self-esteem.
- Realise a clearer purpose to marking.

APPENDIX 1

Symbols used for marking written work

Spelling Mistakes:

- At Key Stage 1 - Teacher to write ① , ② etc. (to a maximum of 3) at the bottom of the piece of work, with the correct spelling. Child to then copy out the word correctly.

At Key Stage 2 - Teacher to write ① , ② etc. (to a maximum of 3) at the bottom of a piece of work. Children to write out the word correctly three times, using a dictionary if necessary.

// - ***New Paragraph Needed***

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- ***Check for Sense***

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- ***Punctuation/Grammar Error e.g. dont, ball's***

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- ***Letter/Word Missing***

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- ***Other Written Work:***

An **arrow** maybe inserted in the margin, to illustrate an area for improvement. The class teacher will then draw another arrow at the end of the piece of work, with an explanation of what is to be improved.