



CASTLETOWN PRIMARY SCHOOL



Marking Policy

RATIONALE

Castletown Primary School is committed to providing relevant and timely feedback to pupils both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should aim to be a process of creating dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is the most important factor in pupil learning, so this policy is crucial for the school. The 'effective marking' model which we subscribe to states 'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve.'

AIMS

We aim to:

- Give effective feedback to children – acknowledge what has been done well
- Identify areas for improvement
- Give opportunities for pupils to respond
- Raise standards;
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements, making them confident in their learning;
- Motivate children in a meaningful way;
- Create a dialogue which will aid progression, encouraging interaction between the child and teacher and between children (peer assessment).

PRINCIPLES OF GOOD MARKING

Good marking or annotation of children's work should:

- Be motivating and constructive;
- Be positive, highlighting things children can do so the children know to repeat these things again;
- Be appropriate to the child's age and ability, oral feedback may be more appropriate to the youngest or less able child;
- Be at the child's level of comprehension, and allow further discussion with marker when needed, to enable children to understand the points made;
- Include dedicated time to allow children's responses to the teachers' comments;
- Be appropriate to the subject;

- Include written targets set by teachers and an acknowledgement when these targets have been achieved;
- Include peer assessment. Where appropriate, children should be trained in marking, and be given opportunities to mark their own and others work, to identify what others have done well and make improvement suggestions, to then be acted upon;
- Include self-assessment where appropriate, with the ultimate goal that self-assessment is genuine and productive;
- Be written in handwriting that is legible and a model for the child;
- Be frequent and regular;
- Provide information for the teacher on the success of the teaching and inform further planning;
- Directly link to the Learning Objectives / success criteria in the first instance (i.e. science should be marked mainly for the science content, although consistent errors in grammar/punctuation should not be ignored);
- Positively affect the child's progress.

MARKING STICKERS

Marking stickers are used both to motivate the pupils and to ensure that marking is as efficient as possible a process for the teacher, in order that the maximum can be achieved for the learner. The following stickers can be used:

- **Praise stickers.** These are used to praise and make explicit the learning achieved and relate directly to the LO: for example 'Fantastic – you can share objects into equal groups'. These stickers may be differentiated, such that some children may receive a sticker saying 'A good try - you are beginning to...'
- **Target stickers.** These are used to make clear the key area which is a next step for the children. Generic targets can be printed / made for key learning objectives and personalised targets should also be set. For example, these could be a specific number or data handling target in maths, or sentence level target in literacy etc.
- **Response stickers / Green Pen Question stickers (GPQ).** Teachers should ask children to respond to questions about their learning: for example 'Which character do you like most? Why? GPQ's can ask children to check, correct or edit finished pieces or show children the next steps to move their learning forward. The child must respond in green. The dialogue should be ongoing and purposeful.
- **Peer assessment stickers.** These must be introduced when the teacher has consistently modelled good marking for the children. They can then learn to appraise one another's work, which is very powerful. For example 'Has your partner used any imaginative vocabulary? Write the best words here'
- **Self-assessment stickers.** Children can be encouraged to self-assess effectively, stickers can be used too to provide children with success criteria, providing lists of aspects to consider, which teacher and child can tick.

Teacher judgement must be employed when considering how many stickers to use. Stickers must not completely replace personal marking entirely, and will not be effective if they bombard the learner.

MARKING KEYS AND EDITING

In addition, the following keys are used to help to speed up the process of effective marking.

WOW! To recognise a powerful choice of vocabulary

Attention Underline incorrect spelling. The correct spelling should be written on the same line in the margin. KS2 literacy groups to have personal spelling logs in their books where they can copy the spelling and use as a reference in future writing.

A wavy / zig zag line To indicate that it doesn't make grammatical sense and needs to be re-written.



a circled letter To indicate the incorrect use of a capital letter or missed capital letter.

b*l*g

missed capital letter.



To indicate if a word or punctuation has been missed.



Green box drawn round work to be edited. (See Appendix on 'Editing.')

A non-negotiable in our school is that all marking is at least consistently good. Marking / pupil books / outcomes will be moderated during phase meetings and monitored on a termly basis by senior management and subject leaders. Feedback and priorities for development will be given and will feed into the PM cycle. Book scrutiny will form part of the judgement on Teaching and Learning.

Review Date: Autumn 2018

Appendix 1

Green Box Editing



Principles

It is more meaningful if children interact with their own writing by playing a part in identifying errors and areas for improvement themselves.

It is more effective for editing to be focussed on a specific identified section or specifically selected sentences, rather than trying to improve an entire piece of writing. Areas selected for editing are based upon what has already been taught, the genre or individual targets.

The improvement should be clear and obvious.

Select and identify what needs to be improved.

*Explain **how** it can be improved.*

Child makes improvements.

Teacher responds to the improvements.

2 Elements:

Green star corrections * (Proofreading and quick editing in green pen throughout the whole piece of writing.)

The teacher (or child with older year groups) identifies aspects of writing which the child can work through correcting such as, capital letters, punctuation, careless spelling mistakes, tense etc...

The teacher advises the child what to look back through and improve. Older /more able children could identify their own.

With younger/lower ability children, the teacher can clearly identify the errors for the child to improve by circling in red pen where there are missing capital letters or punctuation, and underlining in red pen the careless spelling mistakes or tenses that need correcting.

Green box editing



The teacher selects a precise section/sections (or sentences) to be improved based upon the genre/writing focus/individual targets and draws a green box around it.

Briefly explain what is wrong with it and how it can be made better.

Children respond by re-writing that section and a corresponding green box is drawn around to link the 2 boxes together. This section  became this section .

Older / more able children can be trained to draw their own box.

If the teacher identifies more than one box, the boxes are numbered. Teacher box 1 links to improved box 1. Teacher box 2 links to improved box 2...

When the child is copying their writing into extended writing books they know that when they come to a green box they need to look across at the corresponding green box and that is what is copied out.