

ST BEDE'S RC PRIMARY SCHOOL MARKING POLICY



*As one
we learn together,
play together,
pray together,
as one*

Rationale

Marking of written work is a valuable tool in the teaching and learning process. It should promote dialogue between teacher and learner, and increase and strengthen communication between teacher, child and parent. Thoughtful marking of children's work will increase teaching knowledge of the child's learning, and promote greater awareness of the learning target on the part of the child. It should be used to inform teachers' judgements concerning children's progress and to inform teacher records and reports. Teachers mark children's work for different purposes at different times, and this can involve written and / or verbal feedback. At all times both teachers and children should be aware of these purposes of marking.

Marking should always be of a positive nature, and mistakes must be seen as an important part of the learning cycle. This is in order to encourage children to experiment with, and extend their use of words and figures across the curriculum.

Marking practices and procedures should be in keeping with the school's policy on assessment, recording and reporting achievement, and in keeping with the wide range of ways in which the school recognises and celebrates the child's achievements.

Purposes

- To ensure that all children have their work marked in a way that is likely to improve their learning, develop their self-confidence, raise their self-esteem affirm their efforts and provide opportunities for self-assessment.
- To ensure all staff have the same positive approach to errors and view mistakes as an important part of the learning cycle.
- To ensure a consistent approach to marking throughout the school.
- To enable teachers to make informed judgements about children's progress and to keep accurate records.

Broad Guidelines

- Children's work should be marked regularly, frequently and as soon as possible after completion, ideally in the presence of the child.
- Teachers should use their discretion to decide which type of feedback they give to children, verbal or written.
- Marking should not confuse attainment with achievement. The emphasis in feedback should be upon achievement and progress, and comment should be informative rather than judgmental.
- Whenever possible teachers should look for and comment upon strengths, before identifying weaknesses in children's work.
- Errors should be seen as an important part in the learning cycle. Children should be encouraged to experiment with words and figures and credit should be given for the 'process' as well as the result.
- Teachers should endeavor to give positive public feedback to children whose work shows a significantly higher level of achievement than normal for them.
- Children should have access to or an awareness of the marking criteria and understand the meaning of the marks they have been given.
- Marking procedures and standards should be applied consistently throughout the school.

Procedures

- Marking of pupils work will be mainly diagnostic, this is to aid teachers future planning, teaching and assessment. Teachers will mark in green pens.
- There should be evidence of 'next steps' marking – moving learning forward. This may take the form of a question or additional short task for the child to complete (age related)
- In EYFS and KS1 pupils will be verbally informed of their progress. All pupils work will be affirmed by the use of reward stickers and stampers. Comments should be age appropriate and generally printed so that they can be read.
- Work should be corrected according to the curriculum focus and to agree criteria set out before the work has begun (Learning Objective and Success Criteria). Therefore in a piece of science, the science content is the focus for marking (as identified in the Learning Objective), however basic skills are important in all curriculum areas and work will be expected to reach an agreed level of presentation and handwriting, spelling, grammar and layout should be of an agreed standard for the child.

- Children should be informed of the agreed focus of a piece of written work before starting it, and the work should then be marked accordingly.
- Procedure to be followed by children when correcting their own errors during the writing process:
- Children should be encouraged to read over their work before handing it in for marking, and to correct any mistakes they then find. If a child finds a mistake in their work, this should be enclosed within brackets with a small cross and the correction written above or alongside as is appropriate. Edit pens should be used as appropriate.

Procedure to be followed by teachers when marking work: (obviously age related)

- Incorrect answers should be marked with a cross or a dot and explanatory comments made if appropriate. If a self-correction is made Sc or C will be added.
- The teacher should draw a straight line underneath any unacceptable spelling and write 'sp' nearby. 'Difficult' spellings will be given as corrections for children to practice 3 or 4 times. For words that should be known, children will correct themselves using an edit pen.
- The teacher should draw a wavy line under any grammatical errors and write 'gr' nearby for the child to correct.
- Teachers should circle any incorrect use of capital letters or other forms of punctuation (age relevant), including omission of punctuation, children to correct with an edit pen. (Capital letters must be significantly larger – fill the line spacing and should not be joined)
- There is an expectation that children will make any relevant corrections using an edit pen (age appropriate)
- TS indicates Teacher support / TA indicates support by Teaching Assistant/ OS indicates other support / I is used to show independent work for a child who usually would have support / VR indicates where a verbal response/ verbal feedback has been given.
- Teachers will use their knowledge of each child's abilities and common areas of weakness and then using their own discretion decide what is an unacceptable error.
- ST will be used to indicate where a supply teacher has marked the work.

Writing Tools

In general, children are to use pencil for written work throughout Key stage One, although there are times when they are encouraged to use a variety of mark-making tools for writing. Handwriting pens are introduced in Year 3 and used thereafter, although children may use their own pens for note-taking and draft work at the

discretion of the teacher. Children are also encouraged in the imaginative use of ICT as a further tool in producing work on paper.

Feedback to Pupils (age appropriate)

- www. (what worked well), identifies positive features of the work and should be followed by relevant comment(s), stamper or sticker
- ebi→ (even better if), identifies areas for development and should be followed by relevant comment(s), stamper or sticker
- ? questions can be used to extend learning, children are expected to write a response in edit pen
- Traffic lights can be used by children for self-assessment and also by staff to show levels of understanding
- Use of marking ladders by pupils (self and peer assessment) and by staff – these should be differentiated (where appropriate) and show a progression in skills

This Policy was ratified on

Signed:.....(Chair of Governors)

Review Date:.....

Signed: (Head Teacher)

