

Marking Policy



Through respect we will work together in Christ to develop the whole person

Written: September 2017

Date of Review: September 2019

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Marking Policy for EYFS/KS1 and KS2

At St Matthew's Catholic Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Purpose – Why we mark children's work.

- To build child's self-esteem.
- To give feedback to pupils that will help them to improve their learning in all subjects.
- To motivate pupils to comment on their subject knowledge & understanding. This will develop the idea for the child of the value of their own work.
- To monitor pupil progression – has the child understood the lesson objective?
- To obtain feedback on teaching – quality of marking to an agreed school policy.
- To give accurate feedback on achievement- attainment or progress.
- To evaluate and raise standards in our own teaching and inform future planning.

Key Principles/ Practicalities

- Mark work with an aim to give all children positive, constructive feedback on the content, accuracy and presentation of their work. Work is marked with each child's individual needs and potential in mind.
- Marking consistency is shown across year groups and throughout both key stages. It is vital to develop a consistent approach, easily interpretable by pupils, teachers and parents – discuss expectations and procedures with colleagues, pupils and parents and display them in classes where they can be seen and referred to (See Agreed Marking Symbols Chart).
- All teacher handwriting on comments/feedback should be in cursive style and be in green ink modelling best practice of agreed school handwriting style.
- Make marking criteria explicit – mark selectively – no more than 5 corrections on any one piece of work which should relate to objectives – where there are more than 5 errors in numeracy work, oral feedback and discussion should take place which is based on positive encouragement and support. Specific feedback that directly relates to the learning objective/ success criteria.
- Challenges given to extend progression where appropriate.
"Fix it" time (Response to marking) to take place for ten minutes each morning. Fix it time can be verbal
Teachers are expected to complete a "deep mark" of literacy books at the end of each unit of work. Foundation subject books should be marked in depth at the end of each topic. The use of assessment sheets at the front of children's books reduces the need for "deep marking"
- Prompt & praise – Praise and rewards i.e. written remarks and stickers should be given where appropriate. (removal of 2 stars & a wish)
- Expect active involvement from pupils - oral feedback should be given where possible and should promote problem solving and present challenges.

- Peer and self-assessment should be promoted to encourage critical analysis and self-evaluation whilst remaining sensitive to different abilities and attitudes. (This may be a part of “fix it” time but should not involve children writing in each other’s books.)
- For display, choose best examples of work from different ability groups in class.
- Use highlighters to support marking/assessment.

Presentation of books/work

- All exercise books will be labelled by an adult using cursive script. Printed labels will not be used.
- Children must not doodle/write on the covers of their exercise books.
- All children are to be encouraged to present their work neatly using their best handwriting.
- Before allowing a child to use a pen, teachers must check that the child has a consistently, fluent, cursive style. They will then be asked to present themselves to Miss Rush who may issue them with a Pen License.
- When starting a new piece of work, all work must be dated, dates will be in numerical form.
- A title must be given for each piece of work. An effective title will replace the need for writing out the lesson objective.

Setting out work in the Foundation Stage

- The teacher writes the heading on the top line.
- The teacher dates the work and annotates according to the area of learning.
- The teacher scribes the child’s ‘voice’ on emergent writing.

Setting out work in Key Stage 2

- Children should write the numerical date in the top, right hand corner.
- On the next line, in the centre children should write the title.
- Children should then leave a line before starting their work.
- In numeracy books children should work down the page and then across (if there is room available) Questions to be numbered as such **1.** and a square then left empty before work is started.

Expectations

- At the start of a lesson, teachers will make clear to pupils the purpose of their written work and how it will be marked. Depending on the activity, the pupil’s work will be marked in a range of ways. These types will vary according to the task or the age of the children.
- Work will always be marked for accuracy, discussed with the child or contain written constructive comments where appropriate.
- Some tasks may be marked as a simple right or wrong answer, with ticks or crosses. English books should be marked in more depth due to writing being at the core of every curriculum subject.
- Teacher comments will generally be written at the end of a piece of work but may also be appropriate in the margin (for example, if an effective choice of vocabulary is noticed). A double tick may also be used for this purpose. (See Agreed Marking Symbols Chart).
- All staff will mark work in **green ink** so that it is distinct from the children’s own writing.

- Supply teachers, staff covering PPA time and Teaching Assistants (if appropriate during group work) will initial work that they mark. TA's may mark work with ticks & crosses only.
- When correcting spelling errors, it is important to concentrate on high frequency words. KS2 children should be encouraged to use dictionaries in class daily to check spellings. Spelling mistakes are to be underlined and the correct one written above. This may copied into Word Dictionaries. (KS1 see Appendix 1) or written underneath the piece of work three times & will take place in "Fix it" time. Activities for using a dictionary should be encouraged as outlined in the guidance – English Policy. It is not appropriate to correct all spellings as this is not the key learning objective to the lesson and can deflate a child's confidence.
In KS2, it is sometimes appropriate to request the child to check some spelling errors and write them within a sentence as an extension activity. However, careless spellings are an issue to be tackled during sentence level activities, as part of the English lesson (see English updated policy for further guidance).
- Where pupils are making the same error over a period of time (e.g. sentence punctuation), teachers should address this separately in the form of oral feedback, group work or individual tutoring. ("Fix it" time)

Marking across the curriculum

- High standards and expectations are required across all subject areas. Standards of marking and agreed symbols are not exclusive to the marking of English work and this should be reflected across all books.
- Children need to have clear and specific expectations in order to progress. It is misleading and confusing for them if the high expectations (in terms of writing and presentation) are only expected for English work. Children need to recognise that all curriculum subjects are important and high standards are expected for all. For example, dates and titles to be underlined in all KS2 books and good presentation should be expected in all exercise books. Similarly, care should be taken to ensure that writing makes sense and comments relating to this should be reflected in all exercise books.

Oral Feedback- O.F.

It is important for all children to have oral feedback from a teacher from time to time. This dialogue should focus upon successes as well as areas for development and targets for future learning.

O.F. also indicates that a teacher has discussed the outcome of a piece of work with a child. A teacher having a conversation with a child about how to improve the quality of their work is an example of oral feedback. It is not necessary to scribe everything discussed, but a brief comment in relation to the main point is important.

Guided group work is also an example of the value of teacher discussion and talk with a child/ group about how to improve their work.

The impact of verbal praise and comments can be great and should not be underestimated.

Monitoring of Marking

This will be carried out throughout the year, with books collected in by Marking Coordinator, HT, SLT, and subject coordinators if appropriate. This will ensure consistency across the school, and maintain high expectations across the curriculum. "Fix it" time will also be monitored throughout the year.

Review

This policy will be reviewed September 2018 or when the need arises.

Policy agreed January 2018.

KS1/KS2 Agreed Marking Symbols

✓	A correct answer
✓	For a particularly impressive part of a task
X	An incorrect answer
~ ~ ~	Underline incorrect grammar
'OF'	At point of error/good work to indicate oral feedback
	At KS2, 5 corrections in any one piece of work, but must relate to objective.
C	Incorrect or missing capital letter will be written in or over lower case.
Sp _____	Spelling mistakes to be underlined and correct one written above, unless it is thought that the word is within the child's ability range. In this case, 'Sp' in margin with corrected word underneath. This is to be copied into Word Dictionaries. (KS1 see Appendix 1)

//	Missed opportunity for new paragraph indicated by 2 forward slashes.
O	Missing punctuation will be added in circle by teacher
^	Word omitted
/	Incorrect punctuation will be struck through.
TA	Activity completed with support of teaching assistant
R	Differentiation by resource

Appendix 1

- In Key Stage 1 & 2, spelling mistakes should be written above incorrect word by teacher and copied twice at the bottom of the page in best writing by pupil. Spelling errors should then form part of spelling homework objectives.
- Key Stage 2 pupils could use a highlighter pen to highlight examples of where they have met specific success criteria, e.g. a range of connectives.