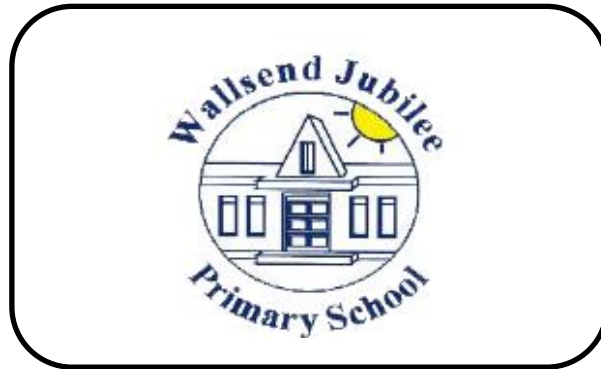


Wallsend Jubilee Primary School



Marking Policy

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Statement of Intent

Wallsend Jubilee Primary School understands that a strong Assessment Policy must be underpinned by an equally robust Marking Policy. Consistent marking across the school is as important as the teaching and learning that takes place in the classroom. This policy gives guidance to staff on the purpose, types and frequency of marking. The aims of this policy are to:

- Identify next steps in learning.
- Identify how to improve learning.
- Inform the teacher of a child's progress and needs for future planning.
- Provide positive feedback about current work and suggest targets for improvement.
- Provide children with the opportunity to respond to comments made by the teacher.

Signed by

_____ R.Hawkins Deputy
Headteacher Date: _____ 29.1.19

_____ Chair of Governors Date: _____

1. English

- 1.1. **Phase one** is all about embedding the children in the genre; this is where children will orally rehearse and take part in drama activities etc. Therefore, teachers should take photographic evidence of this and stick it into books so that progression is obvious. Such photographs do not need a detailed comment.
- 1.2. **Phase two** is about pieces of work that should be marked using extended marking. This should be completed twice a week. A positive comment is to be provided and following this, teachers are to make children aware of two positive features of their writing using a green highlighter. An amber comment will also be provided that makes the children aware of something they need to improve or to move their learning forward. This is provided as a short task.
- 1.3. **Phase three** involves children editing and drafting their work. This is done using a red pen and children are to make relevant corrections.
- 1.4. **Phase four** involves peer marking and self-marking work. In key stage 1 children are to self-mark their work once a week (Year 1 starting in spring term). Key stage 2 to self-mark and peer-mark once a week on an alternative basis.
- 1.5. **Phase five** involves extended writing tasks which are used to assess pupil progress. This work is to have the date marked with a blue highlighter. Teachers are to highlight the objectives with these objectives being recorded on Target Tracker
- 1.6. During all phases, please note in the child's book when verbal feedback has been given. This is to be displayed with VF written in the margin.
- 1.7. Teachers should use professional judgement when correcting spellings. They do not need to correct every spelling mistake but should choose priorities. When correcting mistakes, teachers should write the correct spelling above the word.
- 1.8. Teachers should correct punctuation errors as necessary.
- 1.9. New paragraphs should be indicated by using //.
- 1.10. All work is to have the learning objective clearly stated at top.

NB It is important that teachers adhere to all of the above to ensure consistency for the child throughout their school life.

2. Maths

- 2.1. All work is to have the learning objective clearly stated at top.
- 2.2. Learning objective to be highlighted in green or amber to show if child has met that objective.
- 2.3. All marking should be completed in a green pen.
- 2.4. Use your head to be completed three times a week. These are to be used at any point in a lesson to introduce a concept in a different context.

3. Supported work

- 3.1. Stampers to be used to show if child has received teacher or TA support.
- 3.2. Independent work from SEN pupils to be identified

4. Theme and Science

- 4.1 Extended marking to be undertaken once per unit (English 1.2)

5. Foundation Subjects

- 5.1 All work to be marked with at least a tick and short comment
- 5.2 Observations to be made in art, DT and music
Photographic evidence of Art and DT in books.
- 5.3 Observations to be made in PE
- 5.4 Evidence files to be kept for Computing
- 5.5 Evidence portfolio to be kept and annotated for PHSE

6. Frequency of marking

- 6.1. Marking may take place during the lesson with guided groups, which allows for immediate feedback.
- 6.2. Work must be marked before the next session of that subject.

7. Monitoring and evaluation

- 7.1. All staff are expected to be familiar with this policy and apply it consistently.
- 7.2. Books will be monitored regularly by SLT and subject coordinators. Feedback will be given to staff.