

# SUTTON CE (VC) PRIMARY SCHOOL



# MARKING POLICY

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Approved by staff  Date: June 2018  
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## **SUTTON CE (VC) PRIMARY SCHOOL**

### **MARKING POLICY**

At Sutton CE (VC) Primary School the marking of work is used to:

- show we value children's work
- assess children's progress
- ensure that the work planned meets the children's needs
- inform children of their attainment and progress
- encourage children's peer group and self assessment
- provide guidance for improvement
- inform planning
- inform other adults of attainment and progress

Principles of marking work:

- 1) Work is regularly marked
- 2) Marking may be oral, written or a combination of these
- 3) The type of marking used is dependent on
  - the nature, content and purpose of the task
  - the developmental stage of the children
- 4) Marking may take place alongside the child. Where this is not possible, marked work is returned promptly to encourage discussion.
- 5) Practice acknowledges that in written marking, constructive comments are more helpful than ticks, crosses or scores 'out of 10' in most cases.
- 6) Comments made provide guidance for improvement and are phrased in a positive way.
- 7) Response is focussed on the learning objectives and criteria for the success of each activity.
- 8) The information gained together with other information is used to adjust future teaching plans.

#### **Parents**

The school's policy is shared with parents at Parent Consultations.

#### **New Members of Staff**

The Deputy Headteacher will ensure that this document is brought to the notice of new members of staff and that our practice continues to reflect school policy.

#### **Supply Teachers**

A folder exists in each class that ensures that supply teachers follow the school's Marking Policy

## Monitoring of Marking

Marking is monitored on a regular basis by subject co-ordinators and Senior Management (Please see the school's policy for Monitoring and Evaluation)

Feedback is given to the whole staff or on an individual basis as appropriate.

### Symbols used for marking:

In line with the recommendations in the Assessment for Learning pack produced by the DFES the school staff have agreed to adopt a more visual approach when marking. This system links into the planned lesson objective and the success criteria identified by teachers and/or pupils during the first part of the lesson.

Here at Sutton CE (VC) Primary School this more visual form of marking has been nicknamed 'Tickled Pink and Growing Green':-

**Tickled Pink** Before the independent working part of a lesson the class teacher will, with the pupils, identify success criteria that the children must include in their work in order to achieve the lesson objective.

When marking, the class teacher will mark the piece of work against the success criteria. Using a pink high lighter pen the class teacher will high light where the success criteria has been incorporated into the pupils' work.

A short comment or symbol is used at the end of the piece of work to explain how the pupil met the success criteria included.

**Growing Green** Class teachers will use a green high lighter pen to identify areas of the pupils' work that they need to focus upon. This approach to marking works best if class teachers, when marking keep these development points to a small number within any one piece of work.

Once the development points have been high lighted a short comment is made at the end of the piece of work to explain what the children must try to remember to do the next time.

All marking comments should be written in a blue pen. The children will be given time to respond by following examples written at the bottom of their work. Any remarking made after the children have responded to the teacher's comments will be made in purple to clearly demonstrate the learning dialogue between pupil and teacher.

The following symbols will be used to support the teachers marking:

| Error or Omission  | Action taken by the Classteacher       |
|--------------------|--|
| <b>FS/KS1</b>      |  |
| Spelling error     | Classteacher writes Key word: _____    |
| Punctuation error  | Classteacher writes either . , ? ! " " |
| Omission of a word | Classteacher writes ^                  |

|   |  |
|---|--|
| New Paragraph   | Classteacher writes //   |
| Finger space omission                                 | Classteacher draws a finger                                      |
| Capital letter missing                                | Classteacher writes CL   |
|   |  |
| <b>KS2</b>  |  |
|   |  |
| Spelling error  | Classteacher writes Sp in the margin and underlines the error    |
| Punctuation error                                     | Classteacher writes P in the margin and underlines the error     |
| Omission of a word                                    | Classteacher writes ^ between the words and underlines the error |
| Change, add or make clearer at the bottom of the page | Classteacher writes ??? in the margin and underlines the error   |
| Grammar error   | Classteacher writes G in the margin and underlines the error     |
| New Paragraph   | Classteacher writes //   |
|   |  |

This approach to marking enables visual learners and SEN pupils to be able to access the immediacy of the marking feedback with minimal adult support. It can draw the child's attention quickly to the areas of their work where the class teacher knows that they were meeting the success criteria and also illustrates development points for the child to be aware of.

It should be noted that when writing an independent piece of work for assessment purposes which could then be used in the Moderation process no signs or symbols will be given to aid the children when editing their work.

### **Review**

This policy will be reviewed every two years or sooner if national guidelines indicate that a change of policy is necessary.