

Preston Primary School

Marking Policy

Philosophy

- Marking is a way of helping children to recognise their achievements and to give guidance as to how they can improve
- Marking is an integral part of assessment for learning and should help children to improve their work, at the same time giving teachers detailed information about their knowledge and understanding.
- Marking is a means of communicating with children and fostering a positive attitude towards their work, recognising that making mistakes is inevitable.

'To be effective, feedback should cause thinking to take place.' Shirley Clarke

Aims/Principles:

- Effective marking should be manageable to staff
- All marking should have a clear purpose.
- Marking in core subjects should link to a learning objective or success criteria.
- Marking should help to develop the confidence and self-esteem of each child.
- Marking should support on-going assessment and provide information for future planning.
- Marking should involve children in self-assessment
- Marking should give children feedback which will help them to recognise the next steps in their learning.
- Marking should provide opportunities for follow up work.
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Procedures:

- Adults mark in **green pen**
- Children self -correct/improve/ complete follow-up in **red pen**. Where peer marking the children should also initial their marking.
- Marking will be positive, motivating and constructive.

- All work should be marked regularly and no work left unmarked.
- Children should be given time to read marking comments and revisit work/respond to comments made.
- Comments should be written in language which can be easily understood by children and handwriting legible to them also.
- Supply teachers will write ST next to marked work.
- If a child is absent then this is recorded and dated.

Spelling:

Spelling mistakes should not be identified in every piece of writing. However if repeated spelling mistakes are made when using words from relevant age 'key word' list:

- Identified mistakes(max 3) with **sp** and write at the end of the piece of writing. These should be practised and observed to be spelt correctly in future pieces of writing.

Foundation Stage; Spelling mistakes are not corrected(the word may be written over the top to add reading) and children are always praised and encouraged for attempting to spell the HFW and 'having a go' using their phonic knowledge.

Types of Marking:

The following are acceptable examples of methods of marking and feedback,however a minimum of one in every third piece of work in a subject should be quality marked.

Verbal Feedback: It is important for all children to have verbal feedback from the adult working with them. This may be to correct a child's understanding or to extend the child's learning. The teacher should indicate where verbal feedback has been given if related to written work.

Summative Feedback/marking: This is associated with closed tasks or exercises where the answer is either right or wrong. The children , as a class or in groups, can also mark this.

Formative feedback/marking(Quality marking): Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Acknowledgement should always relate to the learning objective.

The emphasis when marking should be on success and areas for development against the learning objective and success criteria. A focussed comment should help the child in closing the gap between what they have achieved and what they could have achieved.

Reception

- Marking related to LO/SC
- Children understand their next step often through verbal communication
- VF used if given in place of or as well as written marking
- Positive mark in form of sticker , star , tick as well as a positive word e.g. wow !
- WOW stars can be used at the end of a topic or piece of work (Self assessment.)

Key Stage 1

- Marking is related to LO and SC
- Praise and recognition given (sticker, star, HP wow word)
- Indicate improvement (this is a great piece of work because to make it even better.....)
- Children should be responding teachers marking comments
- Use of BLOOMS questioning to extend in marking (especially maths)

Key Stage 2 (as above but developed to include)

- Effective , constructive and challenging feedback (using BLOOMS questioning)
- Indicate and model improvements where appropriate
- Children responding to feedback and dialogue between teacher and student is developing and having an impact

- Self and peer assessment

Marking Key

Symbol	Indicates
✓	Next to LO/SC - (if next to success criteria each one needs to assessed) fully understood
. (dot)	Error in maths to correct
VF	Verbal feedback given by an adult
sp	Spelling error (next to or above the word)
○	Capital letter needed
//	New paragraph
?	Key question for response
✓✓ (ticks)	Excellent/Good example of.....(refers to LO) Either in the margin or above the words or phrases or sentence