

# 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 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.

### Procedures:

- Adults mark in **green pen**
- Children self -correct/improve/ complete improvements in **red pen**.  
Where peer marking the children should also initial their marking.

- Marking will be positive, motivating and constructive and allow for improvements to be made (although not every piece of work).
- 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
- VF used if given in place of or as well as written marking
- Next Step code should be used, these may have been shared with the child, but not always the case(The children's next steps are displayed in the classroom)
- 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 where appropriate
- Next steps / or improvement comments/key questions should be written (not too wordy/child speak)
- Children should be responding to teachers comments
- Corrections in maths and spelling should be written in red
- By end of year 2 children should be given targets and responding to these in their work

(see appendix 1 example comments)

### Key Stage 2 (as above but developed to include)

- Marking should also refer to targets from time to time
- Effective , constructive and challenging feedback
- Indicate and model improvements
- Next steps/ improvement /developmental comments written in green
- Corrections in both maths and spellings corrected in red
- Children responding to feedback and dialogue between teacher and student is developing and having impact on future work
- Self and peer assessment (upper KS2 Y5/6)

(See appendix 1 for examples)

### Marking Key

Symbol	Indicates
☺	<b>Next to LO/SC</b> <i>-(if next to success criteria each one needs to assessed)</i> fully understood
	Working towards
☹	Needs more support
.(dot)	Error in maths to correct
VF	Verbal feedback given by an adult
sp	Spelling error ( <b>next to or above the word</b> )
○	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

### Monitoring :

The success of our policy will be monitored through lesson observations and regular book scrutiny. It can also be measured by:

- Improved quality of work following developmental comments
- The place of marking and feedback within the teaching sequence
- Improvements in standards

## Appendix 1

### Literacy comments to move the children's learning forward

- 1) Put a connective here. Choose either suddenly, meanwhile...
- 2) Change this connective. Choose one of the following: at that moment, suddenly...
- 3) Re-read this sentence. Does it make sense? Should it be: was look at the tree or he looked at the tree?
- 4) What piece of punctuation could you use to replace these 'ands' ?
- 5) There is some information missing in this text. What could they use to climb over the tree?
- 6) You need to link the beginning of the narrative with the end of the narrative. For example...
- 7) How could you finish this sentence so that it makes sense? Try - Suddenly the heavens opened and raindrops the size of...
- 8) Try putting a feeling here.
- 9) What adjective is missing here?
- 10) You have opened your paragraph with an ly word followed by an ing word. Now try using a connective to start the next paragraph. (give examples)
- 11) You have used ideas from the learning wall. You have said they were excited but how do you think they felt when...
- 12) Try up-levelling the sentence by using an adverb here. Choose from: slowly, extremely...
- 13) You have used lots of wow words ! Now try starting a sentence with an adverb ( give examples)
- 14) A very descriptive opening with lots of adjectives. Now choose 3 better verbs for how the character moves.
- 15) When do we use a capital letter? Look back at your work...
- 16) Check your writing. Should it be- it be's or it is?
- 17) You've used the features of the genre. Remember to use paragraphs. Have a go at showing where the paragraphs start and end by using the symbol //
- 18) Close procedure. Try improving this sentence. Fill in the missing words- Secondly the --- h--- is --- ( etc)

## **Numeracy comments to move the children's learning forward**

- 1) Remember which way round your numbers go. (give examples)
- 2) Don't forget one digit per box. (give examples)
- 3) Look back at the success criteria, number ? can you underline the key words and numbers.
- 4) What units of measure should your answer be in, circle the one you think. Cm mm g kg (etc)
- 5) Fantastic! You have followed the success criteria well - now can you do this challenge. (write a challenge in their books)
- 6) You have worked hard to follow the success criteria, do you think you are ready to... (give examples) - add up with carries - subtract with exchange - divide with remainders
- 7) You have achieved the learning intention, now do you think you can label the success criteria.
- 8) I'm tickled pink you have followed the success criteria and can now.....Can you work this out (give an example)
- 9) Good estimating, you have followed the success criteria perfectly, now think what could be a different way to check your answer? (eg with a calculator, using the inverse)

### **Showing success/Praise:**

- Wow! That is a great paragraph (ticks next to the paragraph)
- I really enjoyed the first sentence
- Well Done for remembering your finger spaces
- You names the shapes really well
- Great word to describe the dog
- Well done for.....
- A good effort in.....
- You have used terrific vocabulary in .....
- I like the word.....

### **Reminder prompt:**

- What else could you say here?

- What could you say about the prince ?
- Did you simplify the fraction?
- Is your work written in the first person?

**Scaffold prompt:**

- What was the dog' tail doing?
- Write a sentence with one of these words: handsome, elegant, snooty
- Describe the expression on the man's face.
- If  $3 \times 7 = n21$  check your answer to  $4 \times 7$
- Change the word highlighted
- Can you include.....

**Improvements prompts :**

- Next time try to change the way you start sentences
- Can you remember to start with a capital letter?
- Now try and keep your letters on the line
- Could you have told me how many lines of symmetry they had?
- Did you put all the numbers in the correct column ?
- Choose one of these or one of your own (*give example*)
- Could you change the word underlined in the sentence ?
- In the last paragraph ,summarise your main points
- Change the adjective/verb/adverb in the sentence