

## Whole School Marking Policy

### Introduction

Marking provides feedback for the pupil about his/her work. This feedback may take a number of forms - oral or written, formal or informal. Marking may be done on a group basis or an individual one. Effective marking contributes positively to the child's learning providing the child with information about present achievement and future learning.

The implementation of this policy is the responsibility of **all staff** involved in the marking of work at this school.

### Objectives

- To enable children to reflect on their own work and guide them toward their next target in learning in order to make good progress.
- To involve the child in improving work by up-levelling/making corrections.
- To ensure that children's efforts and achievements are valued.
- To inform teacher assessment, planning and target setting.
- To provide a record of achievement for the child, parents and staff.

### Methods

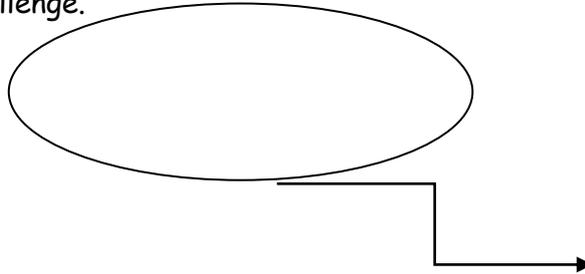
- Where a written outcome is produced this wherever possible should be in a book (learning journal if not mathematics) so that progress can be demonstrated.
- Work is marked regularly \* to inform the child what he/she has achieved and what to do next. We mark with **thorough feedback and challenge for the child once a week and this is done across a variety of subjects.**
- Homework is marked weekly.
- Work is marked against the learning objectives for the lesson. However, if there is something you have expected the child to have remembered from a previous session this may become a target again, *e.g. well done, you have used paragraphs correctly, a target achieved. Remember: short vowel double consonant stopping not stoping (pulled out examples in margin).*
- Visible displays, prompts and classroom strategies are in place to enable children to self assess their work.
- Marking is clear and well presented and written in green pen with legible handwriting.
- Children are aware of the methods used for marking and what they mean. (Appendix 1)
- Every piece of work is 'marked' as appropriate.
- If an answer is wrong e.g. in mathematics, a cross 'X' is to be used, a tick being used for correct answers.
- In mathematics, all individual calculations to be marked. It is not acceptable to put a single tick after a number of calculations.
- Children should respond to marking and target setting - time is needed in order for them to do this effectively and should be built into lessons/timetable weekly. Children's responses will be in a contrasting colour to their work e.g. purple pen.

*\* Regularly in mathematics is before child receives book back for next session. Regularly in literacy is discretionary as a piece of work may be across a number of days.*

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Comments will be:

- Child friendly and constructive.
- Written legibly
- Identify specific achievements e.g. target of XXX met
- Where targets/challenges are set the bubble and block method will be used in both maths and English. Inside the bubble the feedback /at the end of the arrow the target/challenge.



Targets will be:

- Referred to explicitly e.g. you've met your target of x , well done. Target/s now aiming for: XXXXXXXX. To distinguish them from general comments the bubble and block method is used.
- Clear and inform pupils learning.
- Clarify teacher expectation.

Symbols used in marking

Where marking has not/ will not take place, as a supply teacher has not marked, the work is to be annotated on the page with 'S T'

**Pupils are to be given time to read and act upon teacher comments/ target, once weekly in maths and writing.** It will not be assumed that the pupils can read a written comment themselves and time will be made to read comments with such pupils.

Presentation

**Writing:**

- the child's writing will be in pencil in the early years. As the child is provided with a pen (when they have developed a reasonably neat, cursive style) they will write with a black pen.
- the teacher will mark/write in green pen.
- the children will correct work/ up level work in a contrasting colour e.g. purple pen of the teacher's choice.
- dates will be written on the left hand side of the page. Numeric dates are acceptable when it is appropriate. If a piece of work is done over more than one day then the work is re-dated.
- written errors are to be ruled out neatly with one horizontal line. A rubber may be use at the teacher's discretion.
- teacher comments/ targets are generally to be written at the end of the piece of work but may sometimes be appropriate in the margin.
- numbers will be written in the margin and will not be circled or underlined.

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Symbols used when marking a piece of writing thoroughly in order for children to correct/ up level (minimum of once weekly) can be found at appendix 1.

### **Mathematics:**

All guidelines from writing, which can apply to mathematics, will do so.

The following will also apply:

- All tables/graph work will be completed in pencil.
- All work will be numerically dated.
- Marking is done in green pen (unless marked by the children).
- If a piece of work is done over more than one day then the work is re-dated.
- Numbers are written to indicate which question it is, will be clearly indicated so that it does not appear to be part of the answer. When working with decimals it is acceptable to use a bracket after the question number: ) to avoid confusion of dots and decimal point.
- When using squared paper there should be one digit only in each box e.g. 19 would need two boxes.
- Credit will be given to those children who reverse digits as long as they are in the correct place value hence not making the answer incorrect.
- Incorrect answers are to be clearly marked with a cross.
- Teachers should make clear what they expect from the individual child in the way of corrections and these should be marked with a c (for please correct).
- Teachers should build in time when planning for children to address corrections once a week.
- Corrections are completed in a contrasting colour.
- Correct each answer with a tick. It is not acceptable to put a single tick after a number of calculations.

### Children marking work

Children are given opportunities to share work, give ideas and praise each other and mark in pairs.

### Evaluation of practice

Through performance management processes and subject leaders evaluating practice, putting this policy into practice will be evaluated on going. Any concerns will be raised initially with an individual teacher and/or performance management team leader.

### Review

The Headteacher and staff will review this policy regularly; any amendments will be presented to the Governing Body for approval.