



MARKING POLICY

This Policy was drawn up in consultation with all staff in October 2015. The school's agreed policy on the marking of written work forms a part of its approach to the assessment of pupil progress, and follows the principles laid down in the Policy for Assessment.

1. PRINCIPLES

- 1.1 Work which is marked by the teachers is to be neatly written, and will usually include comments (not just Good ü). Marking of work should involve the child in self-assessment, aiming to promote a dialogue between teacher and child on progress made, summing up achievement, diagnosing areas of difficulty, and to give ideas for improvement/objectives for next time. Pupils will respond to marking using a purple pen. This enables the teacher to quickly identify marking responses.
- 1.2 All classes should follow the marking framework (see appendix 1). L is used to request a response from the child and * is used to provide a positive comment. The marking framework should be in the front of all English books and a poster should be displayed in all classes.
- 1.3 Other than in exceptional circumstances, marking should always be positive both in terms of comments made, and in the amount of work corrected.
- 1.4 Marking should be relevant in that it is matched to the intention and purpose of the work set.
- 1.5 Marking should be relevant in that it is related to the ability and knowledge of the individual child, especially when dealing with children with special educational needs.
- 1.6 Verbal feedback and discussion is an integral part of communicating progress directly to pupils for maximum impact.

2. GUIDELINES

- 2.1
 - (a) Whenever possible, talking through completed work on an individual/small group basis is an excellent strategy.
 - (b) Time should be allowed for children to read through teacher comments and respond to marking.
 - (c) Children should be encouraged to reflect on their own work and make assessments of it.
- 2.2 Comments should be positive unless work completed is of a very poor standard for that individual child. Children will rewrite or complete work in their own time if it is thought to be of an unacceptable or poor standard or quantity.

Policy approved.....at a Full Governors Meeting

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- 2.3 Marking should firstly relate to the objective1, e.g. if it is creative writing, or if the content is of primary concern then it should be marked according to the individual objectives of the lessons.
- 2.4 Marking should seek to reinforce learning in other areas of the curriculum, especially language. If an aspect of the curriculum has been learnt, it should be insisted upon in all work (e.g. capital letters and full stops).
- 2.5 It is the responsibility of the supply teacher to mark the work set. When this is not done, staff will write in the teacher's initials. Support staff will mark work as directed by the class teacher.

3. RESOURCES AND PRESENTATION

- 3.1 A presentation framework is in place and is displayed in all Key Stage 1 and key Stage 2 classes. (see appendix 2)
- 3.2 *Writing* Reception children will use plain paper, progressing on to lined paper to 1cm ruling when appropriate. In KS2 children will use 8mm lined paper. Line guides will also be used where appropriate. All pupils record on whiteboards frequently.
- 3.3 Pencil-Pen Transition from the use of thick to thin pencil will take place in Reception. Transition from the use of pencil to pen for written work will take place in Y3/Y4. All work for Maths will be done in pencil.
- 3.4 *Underlining* All underlining to be done with a ruler as soon as the child is able to use one correctly.
- 3.5 *Heading/Date* In KS2 all work is to be headed and dated.

KS2 English - Full written date

Maths - Numerical date

KS1 Reception - Work is dated when marked by Teacher/Teaching Assistant

Y1 - Numerical date and beginning to use full written date

Y2 - Full written date for Literacy and numerical date for Numeracy and Science

- 3.6 *Pens.* Parents are asked to provide specific blue handwriting pens at the start of the year. If this is not possible the school will provide a pen. Biro's are not to be used

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Appendix 1

Marking

When we mark your work we shall write:-

- ✓ Good. Objective met.
- * A positive comment.

L† Take your learning to the next level by:-

- Changing something that was wrong
- Completing a small task to check your understanding
- Trying a more difficult task/problem.

The following abbreviations may be used to indicate levels of support, action or outcomes.

FS = Full support

SS = Some support

I = Independent

VF = Verbal feedback

OM = Objective met

Pupils respond using purple pen

Self-Assessment:

Children use highlighter pens to identify the following:



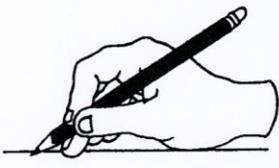
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Appendix 2

How to present my work

I Will Always...

- form my letters correctly.
- use a pinch grip when writing.
- write the short date in all subjects, at the top left of the page.
- write the long date in Literacy.
- underline the objective, labels and titles with a ruler.
- draw in pencil (this includes spider charts, science diagrams and tables).
- only use ink pens if I can join my letters correctly and neatly.
- rule off a piece of work with a pencil at the start of every lesson.
- make sure my self-assessment faces are in the margin and no bigger than a ten pence coin.



abcdefghijklmnop

