

Pensans CP School



Marking Policy

Reviewed on: November 2016

Next Review Date: September 2018

Policy Statement for Marking

1.1 The responses by a teacher to children's work can be an incredibly powerful means of communication. Depending upon the quality of response made they can act as a source of inspiration, information, assessment, advice or harm. Whilst thorough marking of work is a time-consuming activity, and one which can become at times tedious, we should not forget or underestimate its potential value and impact for our children's learning.

1.2 Link to School Aims

Achieve the highest quality of teaching and learning possible.

Have a clear, transparent and collectively held sense of direction. Achieve the highest possible levels of attainment in all aspects of school life for each individual

Be a school which is proactive not reactive.

Have staff who work as a highly reflective, evaluative and professional team.

A school with a strong reputation for excellence, where parents want to send their children, where other staff want to work, and where we would want our own children to attend

Be a school which puts children's learning at the heart of every decision and every action.

2. Objectives

1 To acknowledge effort and attainment from a child, raising self-esteem wherever possible.

2 To set weekly targets in their pupil conferencing meetings which are accessible to the child, and any other interested adults, e.g. parents, future teachers etc.

- 3 To assess the progress made in a particular area against stated learning objectives on Scholar Pack and individual target books.
- 4 To reinforce the value placed upon the task, and the work completed by the child.
- 5 To achieve a commonality in the marking process throughout the school based upon high expectations both from and for children.
- 6 To use the marking process to reinforce high expectations in terms of presentation, effort and content following the non-negotiables and if it isn't then the children will be asked to rewrite it.
- 7 That children will understand that incorrect work does not mean failure but is a valuable part of the learning process.

3. Expectation

- 1 Verbal marking and instant feedback should be used when practicable and appropriate.
- 2 Comments should all be written using purple ink to contrast the child's work. KS2 children up level their work with green pen.
- 3 Comments should be constructive, indicating positive aspects to a piece of work as well as any areas for development. Comments such as "Good Work" and "Well done" etc. need to be qualified ideally with reference to the objectives for set for the lesson in individual target books for that pupil.

4 Where possible comments in their target books should challenge pupils setting new targets or questions which extend their learning.

5 Written comments need to be legible, age and ability appropriate to ensure that they are understood by the individual child.

6 When marking written work the attached list (**Appendix A**) of agreed codes should be used, and each teacher should ensure that this is understood by their own class.

7 Teachers should ensure that children understand the terminology used in marking.

8 Ticks will be used for correct answers.

9 Incorrect answers should be shown by either a circle or a dot depending upon the child and the situation.

10 Reversal of numbers in maths will be indicated by a **line** underneath the number.

11 Rewards such as virtues barts, stickers, stars, House points, and 'Smiley Faces' etc. will be used to compliment written marking.

12 Peer marking should only be used when critiquing a partners work.

13 Children should be encouraged to read their marking comments before lessons and they have their Pupil Conferencing meeting. Children should indicate that they have read and understood the comment by initialling it. Where a child is unable to read the comment, it should be explained to them, or verbal feedback given immediately after the activity.

Children are expected to respond to any questions / targets in their target books and teachers should ensure that there is time given for this. Target books with the children at all times from year 3 up and introduce from Summer Term for year 2.

14 Where a Supply Teacher has taken a class the expectation is that the work carried out during the period of their supervision will be marked by them prior to leaving the school.

15 Marking should only be carried out by the Class Teacher or Supply Teacher. It should not be carried out by a Teaching Assistant, parent helper or other adult in the classroom.

The exceptions to this are when the Teaching Assistant is running an intervention group (e.g. ELS, Year 3 Literacy support Springboard etc), working with a child on an individual programme, working with a group of children on a task that requires immediate right/wrong feedback.

However teaching assistant needs to always feedback to the class teacher to enable him/her to evaluate the learning and activity.

The class teacher will add comments to the marking as appropriate.

4 Foundation Stage Specific

Marking should be done immediately with the child present, talking to them about their work.

Marking should be done in a different colour to that of the child's.

Either the teacher or the TA that is actually working with the child should mark their work at the time. (It should not be done by a parent helper or other adult in the class.)

Children will be rewarded for effort by using the class behaviour system - pegs on the rainbow.

Comments should be related to a specific next step or a self critique comment by the child.

Use traffic lighting system to mark (on planning or next step record sheet).

Red – needed lots of support and didn't achieve objective on own.
Orange – Some/little support needed in order to achieve objective.
Green – Independent and achieved objective.

Emergent writing (diaries) - in both F1 and F2 children start with name writing, when ready move on to cvc/ccvc words and then on to simple sentence writing.

All writing must be clear and be a model for the children's own writing, including handwriting.

5. General marking of children's writing in Literacy

When responding to a child's writing you should comment on

The overall effectiveness of the piece, including a positive comment. Any progress towards targets in target books or on a rubric. Any targets partly achieved or still needing to be reached and how to progress towards these e.g. Next time...

All marking should be based on the evidence that is in the text and/or about the writing process you observed e.g. the child may have orally rehearsed sentences before writing.

6. The use of rubrics

Children need to be taught to become reflective learners in all areas of the curriculum. Marking of children's work should encourage and develop this learning behaviour.

In Literacy rubrics should be used to encourage the child to reflect on their work and consider how to improve their writing. They can be used by the individual child or between critique partners

The place of rubrics in the teaching sequence for writing:

Rubrics for writing should be built up with the class as part of teaching sequence for writing in key stage 1 and key stage 2. Children should be actively involved in producing these as they help the children focus on the key features of a genre and through the process of critique. There will be features that are specific to each different genre of writing and these will be reflected on the rubric.

When the child does some scaffolded or independent writing then a generic differentiated rubric should be used for the child and teacher to assess and mark the work.

When to use rubric:

In later foundation classes and year 1 the teacher should reflect on writing orally with the child and develop the concept of a rubric in shared writing with the class or group. Towards the end of year 1 and in year 2 as the child develops reflective skills then rubrics should be used by the individual child or when working with a writing partner. Rubrics should feature regularly in children's Topic books from year 1 – year 6 particularly in the Critique process.

A good rubric needs:

A rubric should have several green objectives for all to achieve and gold objectives to challenge the children.

A space for pupil marking and teacher marking that can indicate secure, some features and not any features.

You can develop your own codes or symbols for these e.g. smiley faces / unhappy face, colours etc with your class.

A space for Student reflection and Teacher reflection. This comment can be written by the child or the teacher can scribe a record of a learning conversation had with the child about his/her writing. The comment should also indicate what to do to help improve next time.

A file of non-negotiables and rubrics with reference to the year group, project and related subject will be kept in a Marking Resources File in the staff resource area.

The generic rubrics should be laminated kept as a resource for the class to use and refer to during the year.

Marking to Improve Writing – Agreed Editing Code

Mark to 'Always rubric' on each draft/written piece of work - use code below to support.

Detailed comments on rubric once before final piece with checklist ticked off by teacher and pupil. Additional comments on prior drafts and progress recorded in target books. Earlier drafts marked using code below.

Key Stage 1

UNDER WORD/IN TEXT -

~ (under word) = spelling needs correcting - 2 or 3 per piece of writing depending on child - words child has learnt or can access. Children to look up (supported if necessary) to write out.

^ = missing word(s)

/ = leave spaces between these words.

IN MARGIN -

CL = this line is missing a capital letter.

FS = this line is missing a full stop.

Highlighted sentence or section = read this bit back and check as there is something missing or the sentence(s) does not make sense. Some children can rewrite.

Key Stage 2

UNDER WORD/IN TEXT -

~ (under word) = spelling needs correcting - 2 or 3 per piece of writing depending on child - words child has learnt or can access. Children to look up (supported if necessary) to write out.

^ = missing word(s)
/ = leave spaces between these words.
// = New paragraph needed

IN MARGIN -

CL = this line is missing a capital letter.

FS = this line is missing a full stop.

P = this line is missing some punctuation (not full stop or capital letter).

Highlighted sentence or section = read this bit back and check as there is something missing or the sentence(s) does not make sense. Most children can rewrite.

Circle words or phrase = can you re-read to up-level? Most children should rewrite.

USE YOUR DISCRETION ACCORDING TO AGE, ABILITY AND EXPECTATION OF PARTICULAR CHILDREN

E.G. SOME KEY STAGE ONE CHILDREN MAY BE ABLE TO UP-LEVEL WORDS OR PHRASES WHILST SOME KEY STAGE TWO CHILDREN MAY NEED TO FOCUS ON CAPITAL LETTERS AND FULL STOPS ONLY.

8. Marking Code in Maths

In maths we use verbal feedback to inform the children of their progress. We use purple pen to mark their work and children in Years 2,3,4,5 and 6 use pencil or green pen to mark their own work. Children are encouraged to read any written comments from Year 3-6 made by the adults and correct any mistakes or misconceptions. In Year 1 and 2 the children are encouraged to

correct reversed numbers and to revisit misconceptions within the lesson where possible.

What do these marks mean?

MATHS

- wrong answer, please correct it
- number reversal
- something is wrong here, please check.