**Marking Policy**

**Rationale:**

Marking is an integral part of the assessment process. It enables everyone involved in the learning process to recognise success and identify the next step in learning. Marking enables teachers to plan appropriately for each child’s needs ensuring progress and raising levels of achievement.

**Aims:**

* To value children’s written and recorded work and ensure that it is marked regularly.
* To enable children to recognise their success and give every learner the confidence that they can succeed.
* To support children in becoming partners in the assessment process through peer and self assessment.

**General Guidance**

**Maths**

1. All pieces of work must be marked-can be corrective marking or light
2. Next steps could take the form of corrective work, an extension or practice
3. Work must be responded to by the children during the next session ( mostly) or at the earliest convenient time for the marking to be effective.

**Literacy**

1. Light marking of phase 1,2 activities and a brief comment relating to objective
2. Extended pieces of work must be marked in detail and with a next step
3. Guided reading books must be marked regularly ( light marking) and used to assess reading
4. Grammar and Spelling books to be marked regularly-light marking

**Foundation Subjects**

1. All work must be marked/ checked – can take the form of a question or comment, related to the objective

**Use of pens/pencil**

* Teachers use a red pen to mark
* Children use blue pen or a pencil to complete their work. They will then use a green pen to edit/correct or respond to marking
* Stickers and stamps are an excellent way of rewarding children for their effort and achievement but is optional

**Year Group self- assessment expectations and time given to respond to teacher’s marking**

**Early Years**

* Adults observe children’s engagement with activities and record children’s voices (what they say and do) and strategies that they use to solve problems.
* Adults working with children then match these observations/conversations against the age-expected learning

**Presentation in books**

* All books should have the date and WALT/LO. Make sure children are familiar with the session’s learning
* A ruled margin from year 2 upwards
* Neat handwriting should be the expectation in all books. The school uses the Nelson Script and should be taught to all children
* If a child makes an error in their work, they need to use one straight line to cross it out

( free-hand)

**Year 1**

* Children will self-assess their Literacy and Numeracy once a week. This will take the form of a smiley, straight or sad face.
* Children will begin to respond to agreed self-assessment symbols for maths and literacy.

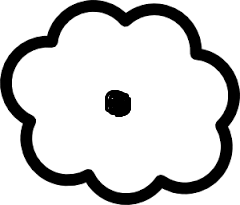
**Year 2**

* Teachers marking will include a statement for more able children to complete e.g.

*I could have used…*

*I learnt to…*

* Adults will respond to marking of less able children’s work with one of the agreed symbols

E.g. wish stick used but not necessarily linked to main objective

E.g. a cloud with a dot inside indicates that child may have achieved the WALT but is still not using a full stop

* Adults will respond to marking of more able children’s work with a comment
* Next step to be used where necessary using teacher’s professional judgement

Sp – spelling T – tense   (double tick) – brilliant sentence/ word/ phrase

Circle round word - look for a better word

**Year 3**

* Early in Year3 teachers and children will still use the symbols used in Yr2. As children become confident with their assessment, this will gradually change by the Spring Term
* The teacher will use the ‘emotion –face’ stamp and children will tick the appropriate one

Some children could begin to write a statement like:

*I knew I was successful because…*

If children ticked straight or sad faces, this could mean they need another lesson or they could respond by writing something like:

*I could have improved by…*

* In Literacy and any other writing pieces children to underline the focus (in WALT/LO). This could be underlining adjectives/ verbs/etc
* No peer marking, instead 2\*s and a wish
* More able children respond to marking at start of lesson

**Year 4**

* The teacher will use the ‘emotion –face’ stamp and children will tick the appropriate one. This should mostly be used for SEN children.
* If children ticked straight or sad faces, this could mean they need another lesson or another example by the teacher.
* Most children can say how they felt / how they did in that session and what they didn’t understand or what went well. Encourage dialogue.
* Children to respond to marking and Next Steps at the beginning of the next lesson.
* In Numeracy children need to be shown how to do the sum / working out.
* In Literacy children should be beginning to edit their own work.
* Marking of capital letters, basic punctuation and high-frequency words must be noted when marking ALL pieces of work.
* Next Steps are used to extend children, to show their progress and encourage independent learning.

**Year 5**

* Children can self-assess by commenting on their work - what went well / didn’t go well. Encourage dialogue.
* Children must respond to next steps as soon as possible, preferably the next session
* In Literacy children should edit, proof-read and make final drafts
* In Numeracy and Literacy next steps should take the form of extensions/challenges/ self- assessment/ peer assessment or editing/ teachers’ own examples or corrective work.
* Marking of capital letters, basic punctuation and high-frequency words must be noted when marking ALL pieces of work.
* Next Steps are used to extend children, to show their progress and encourage independent learning.

**Year 6**

* Children can also self-assess to the LQ/ LO – what went well/ didn’t go well. Encourage dialogue about their work.
* Marking of capital letters, basic punctuation and high-frequency words must be noted when marking ALL pieces of work.
* Children must respond to next steps as soon as possible, preferably the next session
* In Literacy children should edit, proof-read and make final drafts
* In Numeracy and Literacy next steps should take the form of extensions/challenges/ self- assessment/ peer assessment or editing/ teachers’ own examples or corrective work
* Next Steps are used to extend children, to show their progress and encourage independent learning.

**Symbols for Marking Written Work**

* There needs to be uniformity in school
* Stamps and symbols must be effective
* The following symbols will be used throughout the school , depending on age of children

**Sp** – spelling **^** - omission WO – word order is incorrect

**P** – punctuation **T -** tense **Circle round word** - look for a better word

WW – wrong word

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Please make sure children are encouraged to read through their work in order to check for meaning, spelling and punctuation, etc. before it is marked.

**Symbols for Support**

**SW** shared work **IW** independent work **AS** adult / teacher support

**S** supply **VF** verbal feedback

**Marking in Partnership:** Marking should be undertaken as far as possible with the child. This is especially true of younger children. Verbal feedback is an important part of marking.

Intervention marking is done depending on the topic/ lesson completed

**Teaching Assistants:** All teaching assistants will receive training in how to mark children’s work and are expected to contribute to the marking of class work, providing quality feedback to children about their work.

**Marking Homework:**

All homework must be marked See Homework Policy

**Marking Home Learning Projects**

All HLP must be marked. See HLP policy

**APPENDICES:**

Appreciative marking must be followed by how to improve/ next steps

**Examples of** **Appreciative marking Example of Appreciative marking with next steps**

1. This is fantastic writing, well done! To make your work even better can you look at the second paragraph and change the tense so that it sounds better. Can you also add dialogue between your characters in the 3rd paragraph.
2. You have used great adjectives in your writing. Can you now change 2 verbs (action words) into 2 fantastic verbs?
3. (36+15 )You have tried really hard. Remember to first jump to 10 or first add 10 or add the tens…. Then add the units. Look at the 100 square to help you.
4. I loved your story. It was very exciting. You’ve started most sentences with the word ***‘then’***. Can you change some to an even better sentence starter? Use the Working Wall to help you.
5. You have tried really hard with your sums. Can you now try to set them out correctly so you can add / subtract them carefully*.( show example)*
6. You have written some interesting sentences. Now what have you forgotten at the beginning and the end? Read and check all your sentences.
7. You have collected some interesting data. What interval could you have used in the Y-axis to ensure that your bars are not so long?
8. What an interesting diary entry. Remember the incident has already happened. Use the *past tense*- walked, saw, bought, ran, felt
9. You have tried hard with your writing. Now try practising these joins or letters
10. You have great ideas. Now try and add more detail to some of your ideas to make it even more interesting

E.g. After a long day *we decided to go back home. We did look for Joshua everywhere. It was becoming late and we needed to be safe. The rescue team was alerted. We’ll just have to wait and see.*

1. This is fantastic work
2. Well done. You can add …
3. You have used great adjectives…
4. Excellent writing
5. I love your beautiful handwriting
6. What a brilliant story, I loved reading it.

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