

Pensby Primary School



Marking Policy

Mrs K Brown September 2008

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MARKING POLICY

Statement

Rationale

It is recognised that marking has an important part to play in the ongoing assessment of children's work and the furthering of their educational development. It is also of great importance that children see their work has been given regard by the teacher and therefore has a value. A balance of these will enable teachers and children to take their work on to a higher level. It should be approached professionally, purposefully and sensitively.

Purposes

- To provide children with constructive and positive feedback about their work.
- To encourage further growth and development through constructive comment.
- To assist the teacher in the process of continuous assessment.
- To help develop children's self esteem.
- To help inform future planning of work for the class, group or individual pupils.
- To show children that what they have done is valued.
- To develop a close dialogue between teacher and child.

Guidelines

Children's work is marked regularly and in a variety of ways (see policy guidelines). Children should be able to use the comments or marks from previous work to help them in the next piece of work. Children are encouraged to look at the teacher's comments and use these to help progress. Staff follow the marking policy guidelines, when marking children's work.

Conclusion

Marking is an important part of helping a child to learn. It must be aimed at the needs of the individual child. It is important that marking shows respect for the children's work and it is important that the children show regard to their teacher's marking, read it and act upon it when appropriate, following the policy guidelines.

MARKING POLICY

Guidelines

When?

Children's work should be marked very soon after the lesson has been completed. It is expected that in the following lesson, the child can look at their previous work and use the marking to inform their next piece of work, or follow the marking instructions to review their previous work errors. It is not acceptable that several pieces of work are left unmarked.

In lessons

Some work will be marked alongside the child, or group of children. This is usually done as the children are working so that the marking gives them immediate guidance. Teachers do not use lessons to mark whole sets of books at any time.

How?

Comments

Comments are only written on a child's work if the teacher judges the work to require them. For example, comments may be added to tell a child why their work was so successful. Comments should be added to guide a child into being more successful in subsequent pieces of work. Comments should not state a basic 'good' or 'well done' as this type of comment has no value and does not guide the child to further learning. Comments must be written with care. **ALL comments should have an impact on learning and move learning on e.g. 'now go back and put commas in some sentences'**. A negative comment should always have a positive comment written alongside it. Teachers will use a variety of methods to indicate that work has been successful, such as stickers awarding teampoints, drawing a smiley face, double ticks.

Teacher Initials

Sometimes a child's work is satisfactory and the class teacher may feel that a comment is not appropriate. In this instance the teacher will add his or her initials at the bottom of the page to show the child that they have read it and it is acceptable.

Pen or pencil?

At Pensby Primary School, work is marked in green pen by staff. Pupils are trained to respond to the teachers marking comments when appropriate using red pen (see 'pupil response' section).

Showing Errors

It is not necessary to mark all errors. Teachers will use their professional judgement to highlight main errors that they wish the child to observe and learn from. Errors such as spelling errors are shown by underlining the wrongly spelt word or in EYFS highlighting an error in green. 3 to 5 spelling errors only will be underlined/highlighted in a piece of work. Incorrect punctuation is circled, and punctuation that has been omitted is written in.

In numeracy, an incorrect calculation is shown by a °.

(see literacy section for other marking symbols)

Pupil response

When work is marked it may direct the pupils to go back and improve work or correct errors. This helps to consolidate understanding. When this is required of a pupil, they use a red pen to carry out the instruction given in the marking. They may choose to write a comment back to the teacher using their red response pen. IN EYFS and KS1, this process begins with the teacher highlighting work and drawing this to the pupils attention. The pupil will then respond to the highlighted 'error' and act upon it. The teacher will then comment that the pupil has done this by modelling the use of the red pen as a response. It is expected that as and when the pupils in KS1 are ready, they will read their teachers marking comments, act on it and use the 'red pen' response approach independently as previously modelled to them. In KS2 it is expected that all pupils will be using the red pen for response to the marking. Teachers need to try to monitor their requests for pupils to feedback, especially if pupils are absent. They do this by placing post it markers on the pages that require feedback.

In maths, pupils are asked to assess their thoughts on their work by using a traffic light system. This is detailed in each classroom.

Targets


Teachers will set targets in their marking by writing the target and surrounding it with a highlighted green 'cloud'. When the children achieve this target the teacher will annotate the 'cloud' or simply tick it and **write the date that they did this**. It is expected that the average child will reach their target after about 2 to 4 weeks.

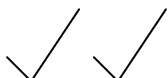
Learning Intentions

At the start of a set of lessons to teach a concept, teachers will state the learning intention and this will be placed in the pupils books on a sticker. When the learning intention has been met the teacher will annotate the sticker with a tick.

MATHS

In some instances, it will be appropriate for older children to mark their own work or work of others. Children are expected to adhere to the marking policy and use red response pens to do this (see Pupil Response section). Teachers will initial these pages to show they have seen the marking. A small tick denotes a correct answer; a dot denotes an incorrect answer. As all numeracy work is done in pencil, teachers are expected to mark numeracy work in green pen.

 = correct mark

 = a double tick means very good/excellent work

Stickers/smiley face = means very good/excellent work

● = incorrect mark

Pupils should correct any maths errors next to the error. This will encourage them to view their incorrect response and quickly annotate it to form their correction.

LITERACY/WRITTEN WORK

It is important that children feel their work has been valued and respected. Correcting every mistake would not enable this to happen. In written work the teacher will correct 3 to 5 mistakes that they feel the child should focus upon. Incorrect spellings are underlined once, incorrect punctuation marks are circled.

Glossary of Symbols:

- Cald - misspelt words are underlined (maximum of 5)
- Hello ? - incorrect punctuation is circled
- Help ! - omitted punctuation is written in
- ~~Debate~~ - removal of words with one line
- // - omission of paragraph
- ^ - omitted words are indicated by this symbol
- ✓ - single tick means correct or good
- ✓✓ - a double tick means very good/excellent work
- Stickers - means very good/excellent work
- Smiley face

Younger children usually write in pencil, and their work is marked in green pen. Older children usually write in blue pen and their work is marked in green pen.

HOMEWORK

Homework may be marked by the children or by the teacher. Homework marking may take place within lessons, with the teacher and children going over the activity. Teacher initials will be the most common form of homework marking, indicating to the children that their work has been seen and valued. Homework should always be marked before the following weeks homework is sent home so that parents/families get marked feedback.

Symbols

Classroom use a variety of symbols and stamps to put a piece of work in context:

- 'I' - this is written when a child has achieved a piece of work independently and this is a progressive piece of work for them
- Write the letter 'S' if the child was supported in recoding their work as part of a group
- Write the letters '1:1' if the child was supported on a 1:1 basis in completing the work
- 'A' is a piece of work has been identified as an assessment piece of work

Stamps are also use to indicate context of work.

Rewards

All children love to know their work has been appreciated. Teachers may choose to place marks on work to show this, especially for younger children. Teachers can use smiley face, stamps or small stickers, on children's work. This is an individual choice for teachers to make. In line with the schools rewards and sanctions policy, teachers may reward work through their marking. For example:

- A sticker or smiley face drawn by the work/comment
- Group/class points given - e.g. 'excellent use of connectives today - 2 class points/team points'

Recording of work

For all age groups, children are expected to record in their books as follows:

Maths - write the numerical date and the title. In years 5 and 6 the pupils write the numerical date and underline it / write a title and underline it. All work to be done in pencil

Literacy - write the date in word version e.g. 'Monday 21st September' / write a title and underline it. All work should be done in pencil until the child is ready to use blue pen (on or around the end of year 2), then the children write using blue pen

Science - write the date in word version e.g. 'Monday 21st September' / write a title and underline it. All work should be done in pencil until the child is ready to use blue pen (on or around the end of year 2), then the children write using blue pen and draw using pencil. This use of written form is for all other written work in other subjects.

In all work the children are expected to record to a very high standard and should NOT be allowed to:

- Scribble/draw on book covers or inner pages
- Use of felt tips pens in books
- Tear or abuse work in any way

In EYFS up to year 4, teachers should write the pupils names on the front of their books. In years 5 and 6, the children are expected to write their own names on the front of their books.

Younger children and SEN children

Teachers of the FS and younger KS1 children will adapt the writing of comments to suit the age of child. In addition it will not be appropriate for these children to write the date as this will be onerous, so staff will record this for them. It is expected to see more reliance on marking through symbols such as stickers. Pupils with visual needs may require different colours of paper or pen for marking, in order to support their need.

Teaching Assistants

Teaching Assistants will work with individual children and/or groups are expected to mark the work of the groups they have been supporting. Teaching Assistants should mark following this policy but in addition should record:

- Their initials at the bottom of the page so all staff can see who worked with the child or their initials at the bottom of the page if they have marked the work
- Write the letter 'S' if the child was supported in recoding their work as part of a group
- Write the letters '1:1' if the child was supported on a 1:1 basis in completing the work
- Write the letter 'I' if the child completed the work independently