



TUNBURY PRIMARY SCHOOL

Marking Policy

Introduction

Marking should provide constructive feedback to every child, focussing on success and improvement against learning objectives. Marking should help children to become reflective learners and support children in making progress in all areas of their learning.

Aims

Marking should:

- Relate to learning objectives taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Give children clear strategies on how they can improve their work
- Be accessible to children
- Use consistent codes throughout the school
- Measure progress against targets, school or national expectations
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform future planning
- Be manageable for teachers

General Marking Objectives

Children's work is marked to the learning objective and focuses on the success criteria. Both the learning objective and success criteria are communicated to the children, accessible during the lesson and recorded in the children's books.

Marking will always have the purpose of moving children's learning on and therefore it is essential that children are given the time to respond to teacher comments. Following pieces of work will show evidence of progression towards achieving the learning step identified in the teacher's comments.

- Learning Objective and success criteria will be shown on every piece of work. In Key Stage One this may be written by the child or printed and stuck in as is deemed appropriate for the learning activity. In Key Stage Two children will write the learning objective themselves.
- At Tunbury Primary School we demonstrate consistency by marking to the success criteria set for the task.
- Marking must focus on improvement not 'correction'. It should have a positive effect on the next piece of work produced by the child.
- Marking should be sensitive to the abilities of the child and his/her capacity to benefit from it. Marking should balance the desire to improve with the need to encourage.
- The teacher's response to written work should be aimed at developing a dialogue between pupil and teacher.

- Ideally a child should be with his/her teacher when work is marked so that the marking has the greatest possible meaning, both for pupil and teacher. However, the constraints of time mean that this is rarely possible and 'distance' marking is necessary instead.
- Children should respond to marking, otherwise there is no point in marking. Children must be encouraged to read marking and to respond in writing, verbally, individually or in a group activity. Children will respond to marking in green pen or pencil.
- The children will benefit from marking if they understand the marking system. There is a need for a simple and consistent scheme of marking. Teachers should make use of marking symbols as appropriate (see appendix). Teachers marking will be in red pen.
- The marking scheme will be prominently displayed in the classroom.
- Every piece of work must be marked in an appropriate way before the next session is taught for that subject.

Reasons for Marking

At Tunbury Primary School whenever a piece of work is marked it is for one or more of the following reasons:

- To assess overall progress and to enable us to plan for future teaching
- To promote the child's self-esteem, interest and respect for his/her work
- To encourage and praise by noting examples of good practice
- To demonstrate to the child our interest and concern for their work
- To focus the child's attention on some of the errors he/she made and to suggest means of correcting them
- To evaluate individual progress
- To assess the effectiveness of our teaching

Marking Strategies

Summative marking – usually consists of ticks and crosses and is appropriate for closed tasks or exercises.

Secretarial marking of spelling, punctuation grammar etc. should not be applied to every piece of work. Children cannot effectively focus on too many things at once.

Focused marking should concentrate entirely on the success criteria of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.

Self-marking – when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement.

Response partners – children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.

Frequency of marking

- Marking should take place soon after the work has been completed and completed before the next session of the subject is taught
- Marking can take place with the children during the lesson – providing immediate feedback
- ‘Distance’ marking should be returned before the next session of that subject
- Long-term projects may be marked on completion – children need to be told this in advance
- Every piece of work, including homework, will be marked/assessed by the teacher

Marking of extended writing

Extended writing tasks should be marked in depth. This should include a next step target based on SPaG that can be answered underneath by the child. Comments made on the piece of writing should match the LQ and RT’s.

Marking of spelling

For marking spelling, within KS1, the first three spellings that are incorrect should be underlined and written out correctly by the teacher for the child to copy out three times and change in their writing. In years 3 and 4, incorrect spellings are identified by being underlined and showing SP in the margin. This is for the child to check the correct spelling and change it themselves. In years 5 and 6 an incorrect spelling is picked up on by showing SP in the margin. It is then down to the child to find the incorrect spelling and write it out correctly, checking in a dictionary if needed. These spelling corrections must be marked by the teacher with a tick. If they’re incorrect use VF to show that it has been discussed.

Marking of Maths Work

Maths work must be marked to show whether each answer is right or wrong. A comment may also be added which tells the child how well he/she has met the success criteria and, when appropriate, which features need to be improved e.g. errors in processes, misunderstanding of concepts, misspelt vocabulary, accuracy, quality of presentation.

Marking of all other written work

Marking will be against the success criteria. Pupils are encouraged to take an active role in the learning process. When appropriate, features such as errors in processes, misunderstanding of concepts, misspelt vocabulary, inaccurate grammar, accuracy, quality of presentation will be commented upon.

Reward Systems

Rewards may be used for good effort, not only excellent work. We use a range of rewards:

Praise
Stickers
Stamps
Stars
Smileys
Team points

Children's Response to Marking

Children must be given the appropriate time to respond to teacher comments and to make corrections. Our marking is not effective if children are not responding to the advice and/or showing the same errors or misconceptions in subsequent pieces of work.

Children should be taught to self-assess their work. Self-correction and editing should be encouraged. Children will cross out errors neatly using a single line and not write over the top of their work. This will allow teachers to clearly see children's thinking and areas of their learning they are able to self-correct.

Children should be encouraged to respond to each other's work using the success criteria as guidance. Teachers will teach the skills of peer-assessment and allow opportunities in class for this to take place effectively. When children mark pieces of work they will do so in red pencil.

Reviewed January 2017

Marking Symbols

Ach	Learning objective is achieved
I	Independent learning
TA	Learning supported by Teaching Assistant
T	Learning supported by Teacher
G	Learning took place in a group
P	Learning took place with a partner
VF	Verbal feedback was given to the child
D	Oral comments discussed by teacher
s/c	Self correction
—	Straight line under first three spelling errors that the child should know. Child writes out at the bottom of the work three times and teacher initials to check
~~~~~	Wavy line under query (or nonsense)
Λ	Omission mark
○	Grammatical or punctuation mistakes
//	New paragraph needed