

Leamington Community Primary School
'Together we make a Difference'



Marking Policy

Updated January 2016

Mission Statement

We at Leamington Community Primary School will work to provide a happy, secure and stimulating environment in which every child is valued and encouraged to achieve their full potential through the development of a love of learning and a desire to expand their knowledge

This policy gives guidance to staff on the purpose, types and frequency of marking.

We aim to:

- Mark children's work in a positive manner which reflects the ethos of the school.
- Mark written work regularly and consistently in ways which highlight strengths and shortcomings, using approaches which are understood by children and parents.

Why do we mark children's work?

To help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning.

To provide helpful feedback to children so that:

- a. Their needs are identified and we can discuss with them what they find difficult and how they can improve.
- b. Their achievements are recognised thus giving encouragement and building confidence.

Effective marking should:

- Provide clear feedback to pupils about the strengths and their next steps of their work.
- Recognise, encourage and reward pupil's effort and progress.
- Provide a record of each pupil's progress.
- Encourage pupils to strive and improve.
- Direct pupils to what they need to do to improve their work.
- Help parents understand strengths and weaknesses in their children's work.
- Refer back to their learning objective or common error in English or Maths.
- Provide evidence for assessing a child using the age related expectations.

Marking Procedures

- Teachers will always mark using a green pen.
Teaching Assistants will mark using a black pen.
Supply teachers / students will mark in blue pen.
- Marking preferably will take place during the lesson which allows for immediate feedback.

- All work should be marked before the next session of that subject unless the work is a long-term project, which may not be marked until the completion of the project. Children will be informed in advance if this is the case.
- Teachers / LSO's will use feedback from marking to inform future targets, planning and assessment.
- Marking will always be related to a clear learning objective or common error and a key to success, which has been shared with the children. Therefore incorrect spellings may not always be corrected.
- Good presentation is always expected and may be marked.
- Marking will celebrate success wherever possible in order to raise self esteem and encourage all children to work to their full potential.
- Appropriate comments or prompt questions (moving on question) will be written in a child friendly language. (This assumes having comments read to them if they are non readers or using verbal prompts)
- Every effort will be made to allow children time to reflect on marking and edit/ improve their work. This will take place during the lesson or at the start of the next lesson.

Marking may be done by:

- Teacher alone
- Teacher alongside child
- Child alone – the teacher will always review this marking. In line with Assessment for Learning.
- Other children – the teacher will always review this marking. In line with Assessment for learning.
- Learning Support Officers.

Marking Methods

Some methods we use are:

- Symbols which are understood by the children. **OA, WT, ?, V, P, G, I**
(These should not be used in isolation.)
See marking guide at back of policy
- Ticks
- Stamps and stickers
- Grit Points
- Positive comments should be evident in children's work or verbally given.
- Ticks or single words like 'good' used in isolation must be avoided.
- Negative comments should be avoided.
- A positive comment that relates to the Key to success or learning objective should be followed by a moving on comment or common error reinforcement. **(See Moving on comments prompt sheet)**
- Oral feedback may be given to children who are not at a relevant reading age but a symbol must be used to show verbal feedback was given (V)

- In pieces of writing, a green and orange highlighting system should be used.
Highlight green any work that has met the success criteria and in orange any work that could be improved.
This will then be followed by a written or verbal comment and the child given next steps to improve their work.

Equal Opportunities

As mentioned in the Disability Equality Scheme, all reasonable adjustments will be made to the marking procedures to allow all stakeholders to have access to the full curriculum regardless of any disability. Any child with a disability will be targeted, tracked and planned for to ensure they have full access to the curriculum, and that good progress is made.

Gifted and Talented

Any children who are achieving significantly higher levels of performance than average for their year group in any subject, will be identified as gifted/talented. Class teachers (with support of the subject and Gifted and talented leader) will ensure that appropriate tasks are planned to challenge and stretch all children. These children will be tracked throughout their time at Leamington to ensure they reach their full potential.

Monitoring, Evaluating and Review

The effectiveness of this policy will be monitored by the Assessment leader in consultation with the head teacher and staff. It is a working document. It will be reviewed and updated every year.

This is a Safeguarding School

We have a duty to safeguard and promote the welfare of children.

If we have any concerns that a child may be suffering harm, we have no choice but to refer to Social Services when appropriate.

- The named Child Protection Co-ordinator (CPC) is Mr Vine.
- The nominated governors for Child Protection are Mrs Shaw
- Copies of the school's child protection / Safeguarding policy can be obtained from the school on request.

Marking at Leamington CP

OA- Objective Achieved

WT- Working towards the objective

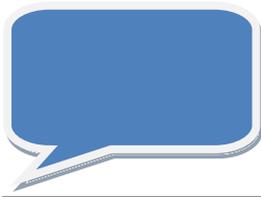
? - Are you sure?

V- Verbal feedback given

G- Guided / Group work

P - Paired / Peer marking

I - Independent work



Talk to the Teacher

Marking English Writing

Green - Great example in the work

Orange - work that needs improving

'Moving on questions' prompts

- **Reminder prompt**

Say more about.....

- **Scaffold prompt**

Why did the character....? Describe how...

- **Example prompt**

Choose one of these examples or write

one of your own