

Chilmark and Fonthill Bishop Primary School

Marking Policy

Why we mark

Children's work is marked so that the child is informed and encouraged. It is a means of giving positive feedback to the child. Marking is also diagnostic as it can highlight areas of difficulty and thus inform the planning for each child (Assessment for Learning). Marking is perceived as a means of identifying a child's next steps and raising standards. It provides an indicator for parents so that they might judge both their child's progress and attitude to work.

Frequency of marking

Marking is used to move learning forward, this is in the lesson or during a unit of work, as required. This is regularly monitored by the HT.

Correcting Basic English

Teachers use professional judgement and knowledge of the pupil's abilities when correcting errors in basic English, to ensure that work is up to the expected standard and pupil self-esteem is maintained.

Involving Children in Marking

The most effective marking is done in discussion with the child, so that the marking is a clear reflection of that discussion. This is not always possible but teachers should take every opportunity for this to happen. Marking together in small groups is often more effective than working with individual children. Verbal feedback is a valid method by which to provide feedback, this should be recorded when given as VF.

Self-Marking

Children should be taught to mark their own work when appropriate (especially appropriate for KS2) – if there are clear answers to the questions which have been set children may be capable of using answer books and sheets fairly and sensibly and should be encouraged to do so. They should be taught that a wrong answer indicates a need for checking what has gone wrong, rather than simply accepting a mistake has been made. Teachers will regularly check to ensure that the children are using the self-marking scheme properly.

Peer Marking

Children should also be taught to help each other in marking work. Using 'talk partners' they can discuss each other's work, giving support and advice to their peers. It is important that any joint work is beneficial for all the children involved. Pupils can set each other suitable targets to improve their work. This can greatly benefit all children and especially the More Able and Talented pupils.

Praise

The use of praise, stickers and positive comments is part of how we motivate pupils. This is used alongside VF, next steps and other marking. We praise effort and self-challenge, we use the Growth Mind-set approach to ensure that praise does not limit risk taking.

Scope and Focus of Marking Content and Structure

Decide on a specific focus (e.g. the learning objective) and a specific group of pupils. When marking indicate how much support was provided using T/TA=Teacher support/Teaching Assistant, I=Independent, S=supported. The marking objective chosen should be linked to the teaching objective (What) for the piece of work.

Markers should mark in a contrasting colour pen.

See Appendix 1 for full list of marking symbols.

Next steps and response to marking

Next step marking will be used if required, it is not expected that all work will need this type of marking, especially if verbal feedback is given in the lesson. When a next step for future improvement is given this will be acted upon by the pupil. If possible it will be acted upon as soon after the marking as possible. Pupils are asked to respond to this in a different colour (eg green pen) so that we can see evidence of their response to marking.

Presentation

Children should be taught progressively to set out and present their work, in an appropriate format and style, with clarity and neatness. In EYFS, Key Stage 1 and 2 all work will be titled and dated either by the child or adult. In KS2, children will place the date at the top and written work will contain a What or title.

Teachers should encourage:

- Consistently well-presented work. Not all work will be redrafted; therefore, all efforts should be reasonably neat and well presented.
- Children to neatly cross out, using a single line through the word. In some circumstances rubbers may be used.

Appendix 1:

SYMBOLS TO BE USED WHEN MARKING

K.S.1

- ✓ Work has been seen by teacher
- ☺ Good effort
- ☺ or sticker Excellent effort

KS2

- P Punctuation error
- G Grammar error
- ? Meaning not clear
- C Corrections
- ^ Missing Word
- // Use a new line or new paragraph
- ✓ Good idea or two ticks for a very good idea
- SS Supported work
- CS Continuously supported work
- T/TA/ Teacher support/Teaching Assistant support
- I Independent work
- Sp Spelling error
- . or ? Error
- VF Verbal Feedback
-  Next step
- M Mastery task