EAST FARLEIGH PRIMARY SCHOOL

MARKING POLICY

The Objectives of Marking

Marking is used to:

- Praise, encourage and reward children for their efforts
- Attach importance to the work and demonstrate that it is valued
- Point the way forward for the child, by focusing on targets, next steps and points for improvement
- Reinforce and support learning
- Assess pupil progress and attainment, therefore informing effective planning
- Diagnose needs

General Points

- Marking is an effective way of keeping the child focused on targets and 'next steps'.
- Marking informs children of their achievements and the progress they have made.
- Comments and marking of children's work should always be based on the stated learning objective of the task / lesson. Comments should relate to the achievement of the child's specific learning targets.
- All children's work should be marked in some form. This may be 'written' marking by the class teacher/TA, verbal feedback from class teacher/TA, pupil self-assessment or peer assessment.
- Teachers will select appropriate marking strategies from those outlined below.
- Marking should always focus on the positive, even when pointing out how work can be improved.
- Teachers will use their professional judgement to choose appropriate methods from those shown below. The methods used in any particular instance will depend on the task, a child's individual needs and learning styles, etc.
- Correcting every mistake can lead to a child becoming frustrated and disillusioned. Marking should reflect the purpose of the exercise and concentrate on the positive and negative points relevant to the set work. Parents need to understand this strategy when looking at their children's work.
- Special praise or rewards may be given for good examples of work or effort via stickers, House Points, Certificates, showing work to the Headteacher/Deputy, etc.
- Clear, legible marking is essential. A different colour pen from the one used by the pupil should be chosen in order that comments stand out.
- Children in Years 2 – 6 will use a purple pen for Self & Peer Assessment or for editing.
- Children in Years 2 – 6 will use a blue reasoning pen in maths lessons to show Mastery
- Comments should be written in the appropriate language for the individual child's age and ability
- Feedback should be given as quickly as possible so that it is relevant to the child.

- Work should be marked with the child concerned, wherever possible.
- For work in subjects other than Maths and English, marking will place more emphasis on content & understanding of principles rather than grammar, spelling, etc.
- Years 1 – 6 will use pink and green pens for marking showing good work (green) and steps for improvement (pink) in each maths and literacy lesson (unless verbal feedback is given)
- Stamps or 'supply' stickers are used in every class to show supply cover
- Targets and Assessment trial Autumn 2017 to be reviewed July 2018 – writing grids for each child in a plastic file, maths stickers to be kept within a plastic file – these stickers are to be added to maths book once the child has 'achieved' the statement. Date to be added to 'crib sheet'.

Marking 'Symbols'

In order to provide information for colleagues, moderators, etc. and to maintain a record of information about children's progress and learning, teachers and TAs may use some of the following marking 'codes' when appropriate

Pl (work following a mini-plenary)
WC (whole class)
VF (verbal feedback)
CImp (cooperatively improved)
CI (Child Initiated, in Class R)
PW (partner work)
SA (self-assessment)
PA (peer-assessment)
I (independent work)
S (with support)
SP (focused Spelling work)
HW (focused Handwriting work)

FOUNDATION and KEY-STAGE ONE

Marking Policy Revised July 2017

Marking Methods
Year R – Year 1:
- Verbal response wherever possible
- Tick to confirm work seen by Class Teacher
- Positive symbol / comment to acknowledge good work
- Symbol to indicate amount of support given, e.g. 1/1 (one-to-one support), S (some support), I (Independent)

Year 1 – Year 2:
As above, leading towards
- Target symbol to indicate individual points for improvement
- Other symbols, e.g. squiggly lines (writing), new box (maths) to indicate things to be corrected by child
- Self- and peer-marking with symbol to indicate child's response / confidence
- In Year 1, children write Learning Objectives at the start of a piece of work in their books as early as possible, with all Y2 pupils writing Learning Objectives for themselves.

Pupil Response

By the end of Year 1 and into Year 2, children will be given opportunities to respond to marking / feedback and make any corrections.

Assessment of Objectives

Objectives discussed orally in Year R and 1
Learning Objectives / WALTs are highlighted by the teacher, using the colour codes:

Green = objective achieved/understood
Yellow = mostly understood, but more help or practise needed
Red =   objective not achieved / help needed

KEY-STAGE TWO

Marking Policy Revised July 2017

Marking Methods

- Verbal feedback: 1-to-1, small group or whole class. This might be indicated by a written 'VF'
- Use of I and ☺ bullet points to indicate points for improvement and achievements
- Ticks and circles/squiggly lines throughout a piece of writing to indicate points for improvement and achievements.
- Ticks/crosses to indicate a right or wrong answer.
- Asking /writing questions
- An example of the correct method to use, e.g. inserting capital letters or full-stops, showing a correct calculation and answer
- Peer assessment: discussion, written comments, symbols.
- Self-assessment: discussion with an adult or peers, written comments, symbols, '2 stars & a wish'
- When viewing children's work in KS2, the assumption is that work has been completed independently unless an 'S' code has been used to indicate otherwise. Additionally, individual staff may wish to indicate when work has been completed independently by writing an I for independent.

Pupil Response

Pupils will be given time to read, reflect and respond to marking and feedback
Work should show evidence that pupils have responded to marking. This may be either:
immediately in the next session, e.g. correcting a calculation or copying a spelling correctly
focusing on something in the next similar task, e.g. making sure that they use some apostrophes in the next piece of writing

Assessment of Objectives

- Learning Objectives will be shown clearly at the start of each piece of written work, whether written by the pupil, by the class teacher/TA or printed on a sticker.
- Children will self-assess each objective using a coloured pencil dot, face or tick at the end of a piece of work (this may be referred to as 'traffic lighting':
    - Green = I've got it / I have understood this
    - Yellow = I've mostly understood this but I need some more help or practise
    - Red =   I haven't understood this and I need help
- Each class in KS2 has a red/yellow/green tray system where the children are encouraged to follow up their self-assessment by placing their book in the appropriate coloured tray which matches their self-assessment choice.
- Teachers will check children's self-assessment with a highlighter pen dot, face or tick, using the same colour codes next to the objective.

Procedures may vary slightly from year group to year group.

Use of Targets

- Targets and/or target sheets will be clearly displayed in pupils' books. Children will be encouraged to use these during tasks and to self-assess with ticks, dates, comments.
- Teachers will refer to children's target sheets when marking and use them to inform feedback and planning.

Frequency of Marking

- Not all work will be marked 'in-depth' in written form by the class teacher. Sometimes a piece of work may even just be ticked by the teacher to show that it has been seen or discussed.
- Every child will have at least 1 piece of work in each subject marked 'intensively' during a week. This way, the class teacher will mark 6 books per night per subject in detail, allowing for effective assessment, feedback, record-keeping and target-setting.