

HANSLOPE Primary School



MARKING POLICY

Date policy approved	Spring 2008
Date for next review	Spring 2010
Committee responsible	Curriculum

Why we mark children's work?

- To acknowledge and value the work produced by a child
- To inform each child about his/her performance
- As a means of assessment to inform future planning
- To encourage self assessment on the part of the pupils

The marking process

Marking is one of the key strands of formative assessment. For improvement to take place the child must initially know the purpose of the task, the extent to which this was achieved and finally what needs to be done to make progress. To that end, the learning intention and success criteria is shared with all pupils at some point in every lesson. In some cases, the pupils will play an active role in devising the success criteria.

Practices

The following practices are incorporated into marking throughout the school:

- ❖ Teachers should ensure that all written comments are legible
- ❖ The use of red pen is prohibited. Teachers should use a colour of ink which compliments that of the child's
- ❖ Every piece of work should be acknowledged, either with a comment, an initial or a stamp/sticker dependent on the age of the pupil
- ❖ In Maths, incorrect answers should be acknowledged with a dot rather than a cross.
- ❖ Criteria used for assessing a piece of work at the end of a unit should be made clear e.g. the use of marking ladders, 2 stars and a wish
- ❖ Quality marking includes reference being made to the learning intention and target being set to move pupils on to the next level
- ❖ Completed work should be marked before it is returned to the child
- ❖ Comments need to be justified e.g this is good because.....
- ❖ Comments should reflect the learning intention
- ❖ Assessments in the form of grades, scores, levels will be used as appropriate
- ❖ Verbal responses/feedback should be used wherever possible.
- ❖ There will be reference to achievement of targets where appropriate
- ❖ Key vocabulary should be corrected if mis-spelt
- ❖ Individual targets will be set in addition to layered targets where appropriate and should be recorded clearly on target sheets at the front/back of books as well as in Home-School books

The pupil's role in marking

Pupil self evaluation is an important part of the learning process. Integral to this is the provision of time for pupils to:

- ❖ Reflect on and discuss their learning
- ❖ Read through what they have written/recorded
- ❖ Make amendments to what they have written
- ❖ Read and respond to teachers comments.

The children may be asked to self-mark or peer mark pieces of work. This further encourages the self-assessment process.

Marking codes used at Hanslope

The following codes to support marking have been agreed within the different Key Stages.

In Key Stage 1:

When a child's work is marked by an adult, the following key is used:

- An adult will initial and date the work
- The learning intention or title of the work may be added by the adult
- Where appropriate, a written comment will be made in the child's book

V verbal feedback has been given to the child

A the child has been assisted by an adult

I the child has worked independently

? that part of the work does not make sense

√√ good phrase/vocabulary

In Key Stage 2:

S spelling error

P punctuation error or missing

? does not make sense

^ something is missing

T tense error

√√ good phrase/vocabulary

// new paragraph

() contents of brackets needs re-phrasing

There is an expectation that there will be a consistency of approach to marking across the whole school. This will enhance pupils understanding of the marking process as they move through the school and will ultimately lead to improved standards of work.

Pupil presentation

Although the content of the pupils work is paramount, we place a great emphasis on presentation. Pupils should be encouraged towards neatness of presentation in all written pieces and correct number formation in Maths. Teachers need to ensure that pupils are aware of the expected standards and comment on this when necessary. In cases where presentation is unacceptable, pupils will be asked to repeat pieces of work. On occasions, the pupils will be required to take notes; under these circumstances, all of the rules for presentation will not apply.

Expectations of pupils:

In Key Stage 1 and by the end of Year 2, most pupils will be able to:

- i) write the date in words or numerically and underline it for each piece of work
- ii) write a title or L/I and underline it
- iii) label drawings using a ruler and pencil
- iv) use a line to cross out mistakes

In Key Stage 2 all pupils will:

- i) write the date in words and numerically and underline it for each piece of work
- ii) write the learning intention and underline it (unless supported by an adult)
- iii) use a pencil or pen as identified by the class teacher
- iv) use a ruler for diagrams and labelling
- v) rule off the last piece of work
- vi) read and respond to comments written by the teacher either by signing their initials or by writing responses to questions or instructions
- vii) use a line to cross out mistakes

Special Educational Needs

Teachers will need to use their professional judgement in respect of their own marking and pupil presentation with regard to pupils with specific learning difficulties. Individual targets may be incorporated into IEPs and will be reviewed as part of the ongoing process of assessment. Where pupils require additional equipment or resources to facilitate presentation, the school will endeavour to ensure that such resources are available and easily accessible for each child.

Equality Statement

This policy applies to all pupils regardless of gender, age, ethnicity or ability.

Monitoring and Evaluation

This policy will be reviewed every two years. Teacher's marking and pupils' presentation will be monitored termly by the Headteacher, by Key Stage Managers or within Teacher Support Groups as appropriate.

Reviewed: Spring 08