



Christ Church Primary School

Marking Policy

This Policy gives guidance to staff on the purpose, types and frequency of marking. All marking should have a clear purpose for the child and the teacher (Effective Feedback). The Marking Policy for the Foundation Stage is a separate document.

AIMS

We aim to

- Mark the children's work in a positive manner, related to the Learning Objective, which reflects the ethos of the school.
- Mark children's work regularly and consistently in ways that highlight strengths and areas for both improvement and development, using approaches understood by children and parents.
- Produce enthusiastic writers, who recognise the importance of spelling and grammar (it is not the intent to correct every spelling error.)
- Encourage children to become actively involved in the assessment of own work.
- Provide a structured system of marking to enable teachers to maintain high standards within a manageable framework.

PURPOSE OF MARKING

- To inform the teacher of a child's progress and needs for future planning.
- To provide constructive feedback on current task work.
- To demonstrate the value of a child's work thus giving encouragement and building confidence.
- To allow for self-assessment where the child can recognise their difficulties and encourage them to accept help/guidance from others.

TYPES OF MARKING

I. Acknowledgement marking.

Assessing the work against the Learning Objective and Success Criteria using standardised symbols

(√= achieved w= working towards o = not achieved/understood ↑ = area for improvement)

Teaching Assistants and Supply Teachers will initial beneath their comments or acknowledgements on children's tasks. It is appropriate in KSI for teachers to annotate and initial children's work.

2. Maths Exercises /Spelling Tests

- = check work and correct.
- √ = correct

3. Quality Marking by child or children together

Where appropriate, children self assess against the Learning Objectives and Success Criteria, using different symbols and initialling. This will be phased in during KS1. They use a different colour of pen or pencil to assess and a highlighter pen to show achievement of the Success Criteria in their task work.

- *Self Marking*

In the plenary it may be appropriate for the children to mark their own work or assess against the Success Criteria or Learning Objective, using the following symbols:

Y2-Y3	Y4-Y6
√ W O	√ W O ↑

- *Peer Marking*

Children may at times work with a partner under the guidance of the teacher on a variety of assessment activities. They will be encouraged to use the above symbols.

- *Response Partner Marking*

Children mark a Response Partner's task against the Success Criteria, using the above symbols and then **initialling** next to the Success Criteria.

(Guidance on Response Partner Marking is provided by the Teachers in order that it is a sensitive and effective process. This type of marking is phased in gradually during Year 2.)

4. Quality Marking by the Teacher

Teacher's comments should be positive, where appropriate. Any developmental comments should be supported by a constructive comment on how work could be improved.

From the end of year 2 onwards this will be shown by an ↑ in the work. In KS2 a next steps symbol () may be used by the Teacher to guide the child to a next steps stage.

It is helpful to indicate a level of support provided. Children should be encouraged to show whether they worked alone, with a peer, with an adult or with the Class Teacher.

The following symbols will be used:

WI = working independently

WP = working with a peer

WA = working with an adult

WT = working with the Teacher

(These will either be in the form of stickers or provided with the Learning Objective)

To ensure that marking is *moving children on* effectively, children will respond to the comments appropriately and initial once they have read and completed the requirement.

5. Homework Marking

Homework tasks will be Acknowledgement Marked. Comments might be made, where necessary, at the Teacher's discretion. Homework tasks handed in after deadlines will be annotated 'late'.

6. Stickers

Observational/ comment (as appropriate) stickers are used by Class Teachers and Teaching Assistants in various parts of the lesson, providing immediate assessment or feedback.

In Year 1-Year 3 it may be appropriate to use a variety of stickers as a visual response aide for the children.

EFFECTIVE FEEDBACK

Effective feedback

- Should link to the Learning Intention (WALT)
- Should point out achievements against the Success Criteria, followed by overall judgement/assessment of the Learning Objective
- Helps children to improve upon their previous best. It looks forward (**A**ssessment **F**or **L**earning)
- May refer to Personal, Group or Class Targets
- May be in the form of Oral or Written feedback

In KS2, children will be provided with time to reflect on the Teacher's Feedback. This is a vital part of their learning. Time may be provided during registration, at the start of a lesson, or in group reading activities.

ASSESSMENT for LEARNING and SUCCESS CRITERIA

It is important that we are assessing so that further and improved learning will take place.

Assessment For Learning will take place if

- We use Success and Improvement models of marking
- We provide the children with / encourage the children to contribute and develop the aide-memoir (Success Criteria) to which they can refer, in order that they know how to achieve the Learning Objective
- We encourage the children to take responsibility for their own learning and be active participants in their learning.
- We provide Teachers, Teaching Assistants and other relevant Adults with a guidance and assessment tool (Success Criteria) to enable them to assist learning to the best of their ability.

Teachers will Quality Mark all task work each day (*observation mark the group they are working with*) for Literacy and Numeracy tasks, where appropriate and possible. In KS2, the remainder of the tasks will be Acknowledgement Marked. Foundation Subjects will be Acknowledgement or Observation marked.

(Sept 2012, Gill Putterill,)