

STOCK PRIMARY SCHOOL



Marking Policy

Date reviewed: 26th November 2019

Date agreed by the Governing Body: 10th December 2019

Review Date: November 2022

Marking Policy

At Stock School we believe that children have the right to learn effectively, to respect and be respected by others and take responsibility for their own actions. Everyone should see themselves as valued members of the school community and all children should be treated equally regardless of race, gender or disability.

We believe that effective feedback is integral to high quality learning and teaching. The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

Aims

- Marking and Feedback should:
- Show children that their work is valued and encourage them to do the same, by giving recognition and appropriate praise for achievement, presentation and effort, thus promoting positive attitudes and self-esteem.
- Involve children in their own learning, developing self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from teachers and support staff.
- Gauge the children's understanding, correcting errors and clear up misunderstandings.
- Include the use of a consistent marking code throughout the school.
- Encourage and teach children to self-mark/assess and peer assess where possible.
- Raise attainment and maximise progress for all pupils by identifying pupils who need additional support/more challenging work and the nature of the support/challenge that is required.
- Provide on-going assessment that should inform future lesson planning and inform individual tracking of progress.
- Be manageable.

Strategies

1. In all lessons across the curriculum, a clear and specific Learning Objective will be explained and discussed with the children. Success criteria may be prepared prior to the lesson, or generated, with the children, during the lesson. To be meaningful and constructive, marking should be based around this shared objective and success criteria.
2. Marking and/or feedback may be oral and immediate through discussion with individuals, groups or a whole class this may be indicated by a single word in the margin from the teacher e.g. semi-colons.
3. Marking will normally be undertaken in the lesson by teachers and TAs although this may not always be possible. Where this is not possible, it should be completed before the next lesson in that subject. **In depth marking in English will take place after a piece of extended writing. In foundation subjects in-depth marking will take place ...**
4. Pupils are encouraged to reflect on themselves and their peers as learners. Opportunities for self-review and peer evaluation are available with teacher support and guidance.
5. Teacher feedback is selective and focussed, indicating where success has been achieved and how progress might be made.
6. Use of codes and symbols is consistent and meaningful. (Appendix A and B) Written comments highlight positive aspects and where appropriate give specific guidance on next steps for improvement.

7. Through verbal or written comments, children know how to move their learning on.

8. Children, individually or in response partners, identify and articulate success against the learning objective on a regular basis.

Examples of feedback:

The reminder prompt

This simply reminds the child of what could be improved. More suitable for able children.

'This person is a good friend'

Say more about how you feel about this person.

The scaffolded prompt

This reminds the child of what could be improved and provides some support.

'This person is a good friend'

Can you describe how this person is a good person?

Describe something that happened which showed they were a good friend

He showed me he was a good friend when...

The example prompt

This gives the child a choice of actual words or phrases. Especially useful for lower ability children.

'This person is a good friend'

Choose one of these or your own:

He is a good friend because he never says unkind things about me.

My friend is a friend because he is always nice to me.

Teachers choose to correct only 4 or 5 common spelling errors on a page so as not to discourage the child and ensure marking reflects the objective.

Appendix A

Marking symbols commonly used in Reception and Key Stage 1



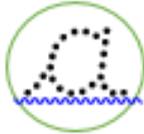
Finger space



Write on the line



Full stops



Letter formation



Connectives



Capital letters



Pencil Grip



Writing check list

Appendix B

MARKING SYMBOLS

Assessment to objective

-  Limited understanding of objective: left hand side of triangle
-  Some understanding of objective: left hand & bottom line of triangle
-  Meets objective

At the end of work, in the margin:

-  Verbal feedback given
-  Record of verbal prompt
-  With adult support – graded 1-3 according to level of support (3 high)
-  Insert letters or words
- Sp** Word underlined is spelt incorrectly. Correct spelling given.
-  Incorrect / missing punctuation/digit/letter/upper/lower case
-  Next step / think about ...
- (?)** Bracketed area lacks sense / flow
- //** Start a new paragraph
- /** Start a new line
-  Correct
- X** or **.** Error
-  Work highlighted in pink is identified as meeting or exceeding success criteria
-  Work highlighted in green is identified as an area for development