



Slaley First School

Marking Policy 2021-2022

Nurturing ambitious individuals

Slaley First School – Marking Policy
Policy for marking and responding to Children's Work

Rational

At Slaley First School we believe that marking is about responding appropriately to children's work. Evidence of our response to children's work can be found recorded in books and on display, but since children's work is often practical a great deal of verbal praise will be given. We will use our judgement as professionals in a constructive way when working with all children to take their learning forward.

Aims

- To provide opportunities to give praise and encouragement and show we value the children's work
- To motivate children to want to produce their best and make progress
- To help children recognise what they do well
- To allow children to build up a picture of their strengths and weaknesses and foster a culture whereby it is all right to make mistakes, but then to learn from them and move forward in their learning.

Principles for Teaching and Learning

Marking should:

- be a positive process helping to take pupils' learning forward whilst raising self-esteem
- provide prompt and regular feedback to pupils about their work
- provide feedback (oral and written) that will help children focus on future learning targets

Key Principles

Our policy is underpinned by key principles

Good marking occurs when it:

- is meaningful for the individual child
- is positive and constructive, with appropriate praise given
- encourages a dialogue between teacher and child.
- is carried out regularly

Our marking will include:

- verbal and written feedback (including stickers)
- a recognition of a child's achievements and indications of the next steps in their learning
- time for children to reflect on teacher's feedback and respond to it.

Details of how these principles are translated into practice

1. It will not always be necessary to write on a child's work to mark it. Dialogue with an individual or to a group or class may be appropriate.
2. The teacher will not mark all work for assessment purposes.

Work may be:

- dated and ticked
- annotated by the teacher
- self assessed

- peer assessed
 - be used by the teacher to praise a particular milestone
 - a means of celebrating achievement, indicated by stickers, smiley faces etc.
3. Marking must take into account a child's age, experience and ability, and whenever possible should be done with the child present.
 4. The quality of a piece of work should be judged on its content as well as its correctness.
 5. Care must be taken not to destroy a piece of work by 'over-marking'. However, work presented at a much lower standard than a child is capable of should not be accepted.
 6. It is not necessary, or constructive, to correct every single error, but providing some correct examples can be useful models for a child to follow.
 7. Spelling errors of key words can be highlight pink, and the correct word written at the end of the work. Professional judgement should be used as to when and how much to correct.
 8. Examples of emergent writing should be praised and shown to be valued. Correct models of the child's oral translation can be written above the child's writing or at the bottom of the page.
 9. Pupils should be encouraged to check, self-correct, edit or redraft their work. Computer programmes and co-operative writing tasks can help pupils develop self-editing skills.
 10. Pupils should be helped and encouraged to identify when they have achieved a learning objective and begin to identify their future learning targets with the support of a teacher.

TEACHER GUIDELINES

In order to facilitate an effective system of marking and feedback, the following practices are consistently applied across all classes.

- The learning objective(s) for the lesson will be shared with all pupils and remain visible throughout the lesson or reinforced by oral reminders.
- Success criteria for the task, elicited from the children where possible, should be used as a matter of course.
- For writing-based tasks across all subjects, Writing Toolkits should be used by the children to provide them with personalised expectations. (For more detailed explanations of writing marking, see **"The Marking of Writing"** below.)
- All classes will have copies of the "Marking Symbols" poster visible to aid children understand the correction process.

Presentation of Children's Work

Unless a specific task requires an alternative form of presentation, work in KS1 and KS2 will follow the "DUMTUMS" format: Date, Underline, Miss a line, Title, (L.O) Underline, Miss a line, Start. Monitoring of this form of presentation will comprise part of ongoing book scrutinies for all subjects.

Teachers will ensure that children are not doodling, defacing or scribbling in their books. Errors in pen will be demarcated with a simple line ruled through the incorrect item.

In all subjects children will write in pencil or blue pen – this may be biro, ink or ballpoint but teachers will help children to select the pen that gives the neatest presentation. Children will underline dates and objectives with a pencil and ruler.

In year 3 children will begin the year working in pencil until the teacher decides they are ready to use pen.

In Maths, children will write in pencil or pen (and still underline in pencil) but will draw mathematical sketches and diagrams in pencil.

Handwriting

We believe that once children can form their letters clearly, they should be taught to write using an agreed cursive style. This will be modelled by teachers on the board, and will be taught discretely according to each year group's need.

Marking of Writing

At Slaley First School we recognise the importance of writing as a universal life skill. As such, our marking practice for writing is more developed. All pupils will make use of their personalised Writing Toolkits. These contain the specific, non genre-specific skills needed to move children on in their writing. These will be used by children in all writing-based tasks in order to reinforce our ethos of **all** writing being of the highest standard.

Teachers will use pink and green highlighters to identify relevant parts of the text, and green pen to make comments. Further details of this are as follows:

Pink Highlighter in Writing

"Pink to make you think."

Pink highlighter is used in writing to denote something that needs some form of correction, e.g. a sentence that doesn't make sense; a connective used inappropriately; a missing/incorrect piece of punctuation. In conjunction with the pink highlighter, teachers may include symbol(s) in the margin to specify what error has been made. All teachers will consistently use agreed marking codes so as to promote consistency across the school.

Children will correct their work either on the original text (adding/altering punctuation, a single word, etc.) or underneath the text (re-written sentences, etc.) They will use their "Purple Polishing Pens" to complete their corrections to denote where they have edited and improved their work.

At the end of the child's work, the teacher may write a comment preceded by a pink dash (or 'foot' in EYFS). This indicates a suggestion for the child to help

them improve their work. This should generally relate to the success criteria of the task set, but may also refer to an on-going issue, e.g. handwriting. It is important to ensure the on-going issue does not *remain* on-going if books are to show progress (this could be transferred to the 'black cloud' on the pupil's Writing Toolkit for greater awareness.)

Green Highlighter in Writing.

"Green for Good."

Green highlighter is used to denote something positive or pleasing within a child's writing. This may relate to the specific success criteria for that task, e.g. inclusion of imperative verbs, or it might be another successful element that deserves to be praised, e.g. presentation.

At the end of the child's work, the teacher may write a comment preceded by a green dash. This will indicate the positives of the child's work. These may relate to the success criteria, another positive element, or the inclusion of skills from the child's Writing Toolkit card.

Orange Highlighter

Orange highlighter is used to denote TA intervention that takes place outside the scheduled lesson.

Corrections

If books are marked before the children work again in their books, they will require time to complete corrections. This time can be in the 9:00-9:30 Early Bird slot, or before writing the date and learning objective of the next task. Corrections should not be too extensive, causing the child to not complete the current day's task. Corrections should be acknowledged by the teacher as soon as possible and demarcated with a tick followed by a "C."

Spelling Corrections

At Slaley First School we strongly acknowledge the importance of being a competent speller.

While marking a piece of work, teachers may identify incorrect spellings by highlighting the word in pink and writing "sp" in the margin. It is important to note the following:

- Teachers will not underline every mis-spelled word in the piece.
- Teachers will not underline words which are not age/ability appropriate for the child unless they are "topic words" related to the work in question.

High Frequency words will be identified as a priority. Furthermore, all classes will adhere to "non-negotiables" of spelling and identify these regularly. For


example, the mis-spelling of days of the week, months of the year, words copied down from the board in the learning objective, etc.

Marking in Mathematics

Work needs to be marked as soon as possible after every lesson.

A tick will be given for a correct answer and a cross for an incorrect answer. Pink highlighter will be used to show where the error in a calculation has occurred. Corrections will be ticked and marked with a small 'c' to show that this is a correction.

Evaluation grids are to be completed, preferably after every lesson to give children the opportunity to self-assess. (Children are not to draw fancy faces, just the basic face) – currently being trialled in Class 2 (Y3/4).

 = denotes a challenge

T = Teacher assisted

TA = Teaching assistant

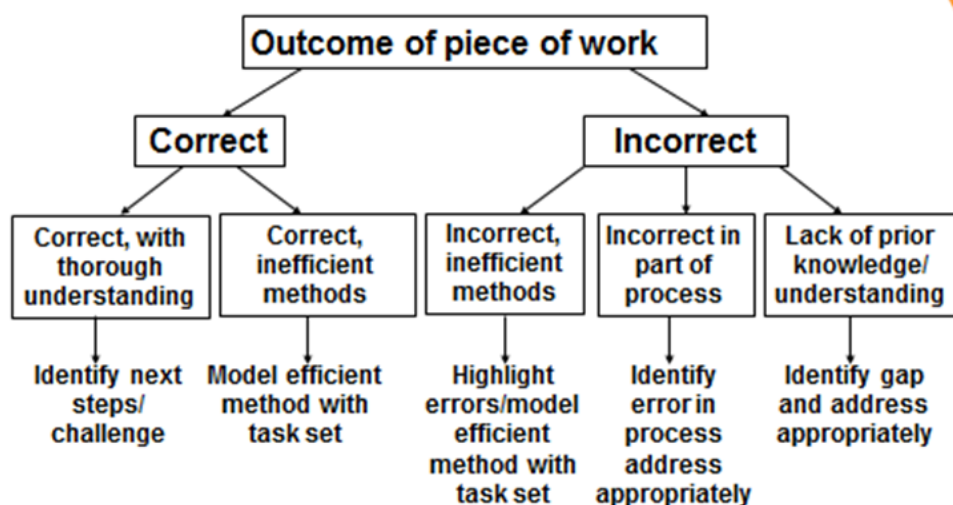
G = Group work

R = Resources used to help

VF = Verbal feedback, which also needs a comment to show what the feedback is about

Teachers are encouraged not to write 'try again'. If a child can't do it the first time then they probably won't be able to correct a calculation without

Marking a piece of maths work...



Lancashire Grid

scaffolding.

Some ideas for marking prompts:

What is next in the sequence....?

How many.....?

Write a question about your graph, menu etc

Here is a calculation....write a word problem

Investigate

Challenge – can you..... ?

Explain how you worked out.....?

Marking Across the Foundation Subjects

At Slaley First School, we are very aware that all writing needs to be of the highest standard. To this end, extended writing will be marked in a similar manner, with highlighter pens, in Foundation Subjects. However, it is important to recognise that other subjects have other marking priorities, so this is not expected to take place in such a frequent manner as in English. Extended writing in Foundation subjects will be used to support judgement of writing ability.

Parental Involvement

The school aims to promote understanding of the marking policy through promoting parental involvement in their children's learning. Teachers will

explain the general principles of our marking at parents' evenings and the policy will be made available through the school website.

We acknowledge that many parents may be unsure about how we mark children's work and we will be proactive in explaining the main aims behind our policy.

Equal Opportunities

Care must be taken with written and oral comments to ensure that there is no significant infringement of the school's Equal Opportunities Policy, particularly with regard to gender, race or religion of a pupil.

New/Supply Staff

New staff should be given a copy of the school's policy for reference. Supply staff will have the main points made available to them in our handbook for supply teachers.

Review of Policy

The marking policy will be reviewed regularly to ensure that it reflects current school practice.

Mrs. A Hayward
Head Teacher

Mrs. M. Rastall
Chair of Governors

Reviewed: July 2020
Next review: When Required