



CLIFFE VC PRIMARY SCHOOL MARKING POLICY 2016

Date adopted	28 th September 2016	Responsibility	<i>Full Governing Body</i>
Date of next review	September 2019	Headteacher	<i>Suzanne Hay</i>
		Chair of Governors	<i>Carole Middleton</i>

At Cliffe VC Primary we believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Purpose

We believe that the purposes of marking are:

- to inform planning
- to provide information for assessment
- to encourage, motivate, support and promote positive attitudes
- to provide constructive feedback
- to recognise achievement, presentation and effort
- to show pupils that we value their work
- to promote higher standards
- to correct errors and clear up misunderstandings
- to assist learning
- to allow pupils to reflect on their performance and to set new targets together with the teacher.

Key Principles:

At Cliffe VC Primary marking should:

- be related to specific learning objectives, success criteria and curricular targets which the pupil should know in advance where appropriate
- be constructive
- be related to needs, attainment and ability
- where possible, be accompanied by verbal comments
- follow consistent practice throughout the school
- ensure that pupils know how well they are doing and what they need to improve to make further progress
- provide pupils with opportunities to assess their own work and that of peers

Guidelines for marking

Types of marking

We all (teachers, pupils and parents) need to understand that there are two types of marking, which we will refer to as hard marking and soft marking. The majority of this policy relates to hard marking, which is marking to identify progress and next steps to learning. There is a place for soft marking at Cliffe VC Primary, which is marking with a tick or a single comment such as "Good", or a stamp objective achieved. A tick/ stamp simply informs the pupil that their work has been seen.

This could be used for e.g.

1. Individual maths calculations
2. Writing a sentence using given criteria in a class lesson, which is then shared around the class
3. Planning a poster about the dangers of electricity which is now ready for copying up for the wall display.

A single word comment such as “Good” tells the pupil that they have successfully completed the task given and there is no follow up necessary.

When to mark

– Marking should be done during, or as soon as possible after the completion of the task and always before the next teaching session of that subject.

What to mark:

- Teachers will apply their judgement when choosing the detail and focus of the marking, depending on the learning objective, their knowledge of the child and the child’s personal learning targets.
- Final pieces are not always marked, when marking or feedback has taken place during the writing process.
- Teacher’s use their professional judgement to decide which longer pieces of work are to be marked in depth.

How to mark

- Post it notes can be placed in books so children and staff can see there are comments / notes/ orrections which require a response
- Where marking takes place after the task has been completed, the teacher will make a positive comment celebrating the children’s efforts and achievements, and, where appropriate provide a future target. (This may need to be shared orally with the children at the beginning of the next session or piece of work.)
- Marking should inform the child of the progress they are making and targets they need to work towards.
- Marking should be done using the school script
- Children at Cliffe Primary School write in pencil or pen, once they have a license pen.
- All marking by teaching staff will be carried out in green pen. Marking by pupils should be done in coloured pencil/ pen.

After marking

- Time will be given to pupils to reflect upon marking to ensure that they benefit from it.
- Pupils must be given time to respond to marking, therefore marking needs to be explicit about what the pupil needs to do.
- Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil.
- Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally.
- Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching session of the next lesson.
- If a pupil makes only a few errors in their Maths work then these errors will be dotted. Children will usually be asked to correct these errors at the start of the next lesson or early morning work by rewriting the calculation and the answer. If a pupil has made a lot of mistakes then the learning will be revisited in the next lesson.

Pupil marking

- Children self assess their understanding by putting in, in coloured pencil/pen, at the end of their work, using the following:
a smiley face = I am confident about my understanding of this objective
a straight smile = I beginning to understand this this learning objective. I am getting there
a sad face = I tried but do not feel confident about my understanding of this objective. I need more help.
- Children may, where appropriate, self mark work, or mark another child’s work. The teacher will review this marking. Coloured pencil/ pens to be used for this.
- Teachers decide when children are to put in a star and an arrow when marking work of peers.
- Homework can often be marked by the children themselves. In this way the class can discuss and explain the answers.
- Erasers are used with caution. When drafting, errors are left and corrections are made around them. Children use the opposite page to redraft their work. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified. For best work and final pieces, erasers may be used.

Supply Teachers

We expect supply teachers to mark work using green ink.

In conclusion

In applying these principles, we will maintain a consistency throughout school that will support all children in their learning by focusing explicitly on what children ‘can do’ and identifying clearly ‘next steps’ for their continued progress and improvement.

Success Criteria

We know our policy is working if:

- there is evidence that work is being marked regularly
- marking informs future planning when appropriate
- pupils acknowledge targets or 'next steps' and work towards achieving them

Monitoring

We will ensure that these guidelines are being used consistently throughout the school by carrying out a Book Scrutiny. This will be carried out as part of the weekly staff meeting. Each week a set of books by a group of children (e.g HAP or SEN or boys in class) will be brought to the meeting. The decision on which group will be agreed at the beginning of each term and changed if necessary.

Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. Book scrutinies by Subject Leaders will also be carried out.

The Governing body will monitor the implementation of the policy.

Specific marking codes

Marking has to be tailored to meet the ability and age of each child of and the subject being marked.

I indicates pupil has worked independently

CI indicates child initiated

AL indicates adult led

TAS indicates work supported by Teaching Assistant

TA indicates marked by TA

T indicates work supported by Teacher

~ this is put under a word that children should know that is misspelt. KS2 staff write sp in the margin or above the word also.

The child has to write the word 3 times on the opposite page (post it notes in book if required)

// indicates new paragraph or new line required

↑ indicates next steps for pupil

Staff Meeting Policy date: July 2016