

Marking Policy

Aims

This policy is in place to enable a consistent approach to marking across the school so pupils and teachers are equally aware of the marking process during the year and from year to year.

PURPOSE – Why Mark?

We believe that marking:

- values pupils' efforts and achievements
- stretches and challenges pupils' thinking
- provides instant feedback to pupils on their progress
- identifies next steps in learning
- shows the teacher whether the Learning Intention has been achieved to inform future planning and learning

When Marking is done.

We do marking:

- with the pupils as often as possible during a lesson
- as soon after the work has been done as possible
- as often as needed to move pupils' learning forward

When marking is not done:

- We don't mark one subject whilst children are working on another.

Teachers' comments are always written at the end of a piece of work.

Our comments are:

- always positive
- encouraging
- written to set pupils a new target/step in their learning as necessary
- Written as closing the gap statements and children are given the time to read and respond
- often written as statements of achievement and relate directly to the objectives and/or targets.

Spelling errors:

We follow this system:

- we only point out up to 3 spelling errors in a piece of work
- Correct spellings written in the margin
- Misspelt high frequency words underlined at the teachers discretion
- SEN/EAL pupils' spelling errors are at the discretion of the teacher eg. teacher may decide a particular sp for a SEN pupil is necessary to correct as that is a sp they have been working on at that time

Our way of marking.

We use 6 consistent ways of showing pupils how to improve their work

^ **written between words** when word/s have been omitted

Sp **written above a word** when pupil should know how to spell it
OR
Word GIVEN by teacher if a difficult word or not HF
Underline some HF words , at teachers discretion

○ **around word** when work written that is overused/boring /banned or repeated

// **at start of sentence** - new paragraph

under the world – grammatical error/muddled sentence or ending to a word

ABC/. **Circle** a capitals' mistake / **put in** a missing full stop

Self-marking and Peer-marking. We believe this works because:

- pupils are encouraged from starting at the school to use our system of marking to mark their own work.
- This way of working develops as they go up the school into peer-marking
- This allows pupils to see errors from others' point of view and consequently improves their own editing skills

Presentation. We follow this system:

- if pupils' presentation is particularly poor, we expect the pupils to rewrite a small part of that work in their own time
- the teacher subsequently will re-state his/her expectations of presentation at every opportunity to that pupil, awarding credits/house points as appropriate

In addition:

We allow our pupils an opportunity to read our comments and practise what we have suggested as often as possible and generally at the start of a new lesson. This allows them time to reflect on their learning and consider their new target/next step.

HOW WE MARK

^ written **between words** when word/s have been omitted

Sp written **above a word** when pupil *should know how to spell it*
OR
Word **GIVEN** by teacher if a difficult word or not HF

○ **around word** when work written that is overused/boring /banned or repeated

// **at start of sentence** - new paragraph

under the word - grammatical error/muddled sentence or
ending to a word

ABC/. **Written over** a capitals' mistake / **put in** a missing full stop