



Dedicated to Excellence

Ox Close Primary School

Marking Policy



Overview of Policy

Rationale

To ensure that all children have their work discussed and marked in such a way that feedback will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To ensure planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards.

Principles

Quality marking of children's work can take different forms and involves both written and verbal feedback.

We endorse the following principles of effective marking and feedback:

- Whenever possible teachers should provide individual, verbal feedback to children.
- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and children that addresses errors and misconceptions at an early stage
- Marking and feedback should be linked to learning challenges/ objectives/ success criteria / targets
- Teachers should look for strengths before identifying improvements when marking work.
- Children should be given specific time to read, reflect and respond to marking and feedback
- Children should be encouraged to mark, self-evaluate and peer-assess
- Feedback and marking practices and procedures should be in keeping with the school policy on assessment
- The outcomes of marking should be used to inform teachers judgements concerning children's progress and to inform teacher records and reports
- Stakeholders should have the schools marking and feedback procedures explained clearly to them.
- Marking and feedback practices should be manageable
- Marking and feedback needs to take place in time for the next session or it loses impact.

Monitoring and Evaluation

All marking should be in accordance with the agreed symbol and feedback format as set out later in this policy.

A review of samples of work is carried out on a regular basis to monitor the implementation of this policy. The findings of reviews are shared with staff.

The performance indicators will be:

- improvement in children's achievement and attainment
- consistency in teachers' marking across phases
- participation of children in the process

How do staff at Ox Close Primary mark?

General Marking Information

- Marking should be completed daily.
- Green pen should be used by all staff.
- Teacher's handwriting must be clear, legible and in line with the school's handwriting system.
- Children should be given time to respond to the comments teachers have written – any corrections or comments by the children should be made in red pen.
- If children have corrected work the teacher must acknowledge it by initialling or ticking in green pen.
- Teacher's comments should not just be the LC re-written.

Maths

Presentation

- LC should be written in normal handwriting. In Key Stage 1, this can be printed and stuck in depending on ability.
- One digit or one operation sign per square.
- Decimal point has a square of its own.
- Children are to write in pencil.
- Corrections by the children to be made in red pen.
- Key Stage 2 - written calculations – page should be folded in half.

1.	4.
2.	5.
3.	6.

- Key Stage 1 Word Problems – children to be provided with a sheet which has space under each problem for the working out.
- Key Stage 2 Word problems – need to be either written out by the child or a small sheet stuck in.

KSI Maths Marking

- ✓ Correct answers
- Wrong answers
- LC highlighted in green pen if children have fully met objective.
- c Have a go at correcting this – no more than 3.
- ┌ Challenge/Extend Learning

Must correct and allow children time to practise:

- Number Formation
- Specific questions that they need to correct – no more than 3.

Year 2 Children: At the end of the lesson children to complete self-assessment against the learning challenge using traffic light system. Ensure that children complete this neatly – a small circle will be sufficient.

KS2 Maths Marking

All children should write in pencil in Maths books.

- ✓ Correct answers
- Wrong answers
- C** Have a go at correcting this – no more than 5.
- LC** LC highlighted in green pen if children have fully met objective.
- W** Model any working out/explanation if needed at the bottom of the page
- ⌋ Challenge/Extend Learning

At the end of the lesson, children to complete self-assessment against the learning challenge using traffic light system. Ensure that children complete this neatly – a small circle will be sufficient.

Points to Note:

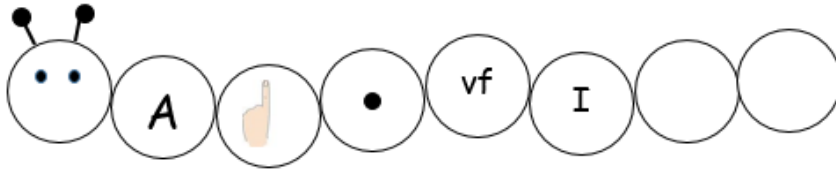
It is not expected that all of these symbols would be used on a daily basis. If a child has corrections to make, then you would not expect to see a next steps comment to challenge their learning.

Children are allowed to mark their own work in red pen – teacher to highlight LC and initial work to acknowledge this.

English

KSI English Marking

Caterpillar to be used for every piece of writing and differentiated according to genre.



Caterpillar Key:



Add mouth to indicate effort

A

Capital Letter



Full stop



Finger space

VF

Verbal feedback given

I

Independent work.



LC highlighted in green if children have fully met objective.





Need to work on – you will need to explain this to children and allow them time to think about it.








Challenge/Extend Learning

Written comments should be made commenting on presentation, word and sentence work.

KS2 English Marking

	LC highlighted in green if children have fully met objective.
	To the children this means - to make your writing better you need to.

Symbols to be used in the margin:

	Spelling errors – no more than 3. Children should be correcting HFW themselves.
	Capital Letter errors
	Punctuation errors – adapt symbol appropriately
	Polishing Pen alterations required here
VF	Verbal Feedback given
S	Support provided
	Challenge/Extend Learning

Written comments should then be used in relation to the following framework:

- a) Talk about the Writer – effort, concentration, using plan, brainstorming, using writing ingredients.
- b) What?
 - Composition and Effect – responding as a reader.
 - Word and Sentence Choices.
- c) How?
 - Secretarial Features.

Examples of Comments:

Great Matthew, your rhetorical questions have engaged me.

Excellent Paige, your brackets allow you to expand on the information making it clear for the reader.

Topic

Key Stage 1 Topic Marking



LO highlighted in green if children have fully met objective.

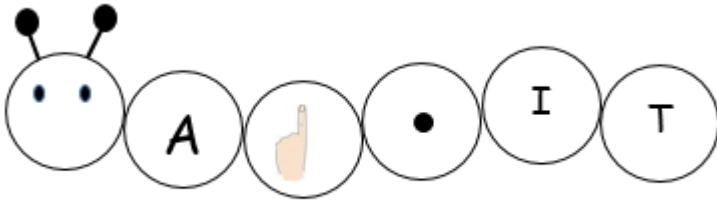


Areas for improvement



Challenge/Extend Learning

Caterpillar to be used if an extended piece of writing is present.



Caterpillar Key:



Add mouth to indicate effort

A

Capital Letter



Full stop



Finger space

I

Independent work.

T

Topic Words used.

Key Stage 2 Topic Marking



LC highlighted in green if children have fully met objective.



Areas for improvement



Challenge/Extend Learning

Written Comment:

→ Comment on subject/skills outcome of lesson.

For example: You have used the sources well to explore life in the trenches in WWI.