

ST. ANDREW'S PRIMARY SCHOOL



MARKING POLICY

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement needed against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide the school's approach to feedback/markings?

- It should be seen by children as a positive approach to improving their learning.
- It should be a collaborative process between an adult and a child.
- It should relate to the learning intention.
- It should inform future planning and target setting.
- It should advance children's learning accurately and consistently.

This marking can take place in a variety of different contexts.

- During work with child
- On completion with child
- After school

How marking will take place.

1. The learning intention will be identified and a tick or comment will show that the learning intention has been met.
2. Children will know and understand what the success criteria are. Often these will be generated with the children to ensure this.
3. All work will be marked.
4. If the marking requires a response from the children then RTM will be written in a different colour to make it clear. A reminder prompt or scaffolding may be given- if appropriate.
5. Children are provided with detailed and accurate feedback both orally and through written marking.
6. Next steps (indicated with a symbol) are also identified where appropriate, to challenge and move children's learning forward.

7. Where there is a group of children with the same RTM a symbol is used in the books referring them to the IWB for their group RTM.
8. Response to marking time is planned in for the next session.
9. A symbol is used when verbal feedback has been given. Children within the class are able to identify and talk about this.
10. Self marking/editing. Children are often encouraged to self-evaluate by identifying their own successes and looking for an improvement point. The children will use a purple pen for this. It should be clear, when looking in books, that some review of the work has taken place.

In year 5 & 6 the acronym BEACH is used for this purpose.

B = Best Handwriting, E = Edited to make sense A = Accurate spelling of key words, C = Capital Letters and full stops, H = Homophones.

The children use this as a checklist as a review of their work before marking and the teacher will tick or cross the appropriate letter.

11. Paired Marking. The following points are important:
 - Children need to be trained to do this through modelling with the whole class.
 - Children should point out things that they like first and then suggest a way to improve the piece but only against the learning intention.
 - Encourage a dialogue between the children.
12. A range of rewards may be given e.g. housepoints, stickers, stamps, Headteacher's awards.
13. Incorrect work will be identified with either;
 - for a mistake
 - x for an error
14. Numbers or letters formed incorrectly will be corrected and practised where appropriate.
15. Spellings are to be corrected where appropriate (maximum of 3) and common mistakes may be included in spelling tests and spelling targets.

[See appendix for examples of Respond to Marking](#)

How do teachers in the Foundation Stage mark children's work?

In the foundation stage teachers focus on giving oral feedback to the children but may write a comment with the child. Staff will also write comments on work or record

on Tapestry as part of the process of gathering information for the Foundation Stage Profile.

Evidence of this may be found in their children's Individual Learning Journey Folder. During the summer terms the teacher will introduce self-marking to encourage the children to move on in their learning. This will be evident in their writing book.

How do teachers in KS1 mark children's writing?

Every child will have feedback and time to respond to marking points. Positive aspects of the work will be identified by ticks. A smiley face means the children have received verbal feedback or taken part in conferencing.

Effort and attainment may be acknowledged by a separate comment and symbols.

How do teachers in KS2 mark children's writing?

Every child will have feedback and time to respond to marking points. Positive aspects of the work will be identified by ticks, stars or smiley faces and the next steps will be identified.

How will this policy be monitored and evaluated?

Teachers, subject leaders and the Headteacher will monitor books and talk to children about their work.

The headteacher will sample books from each class twice a term.

Subject leaders will sample books each term.

The literacy Governor will also sample books and complete pupil conferencing each term.

Feedback, support and updates are then provided to staff.

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