



# **Barnabas Oley School**

## **Marking Policy**

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## Revision History

| <b>Version</b> | <b>Author</b>     | <b>Summary</b>                            | <b>Review Date</b> | <b>Next Review</b> |
|----------------|-------------------|---|--------------------|--------------------|
| 1.0            | IF                | New policy                                | Nov 2006           | Nov 2009           |
| 2.0            | Mrs R Smith       | New policy reviewed by staff.             | Apr 2013           | Apr 2015           |
| 2.1            | CJarvis/BSmith    | Amendments made                           | Jun 2015           | Apr 2016           |
| 2.2            | B Smith           | Minor amendments                          | May 2016           | Apr 2018           |
| 2.3            | C Jarvis. B Smith | Amends regarding use of pens and stampers | May 2018           | May 2020           |
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## 1 Introduction

We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives. Marking should help children to become reflective learners and to close the gap between current and desired performance.

## 2 Aims

Marking should:

- Relate to learning objectives taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their work, thought and effort
- Give children clear strategies on how they can improve their work
- Be accessible to children
- Use consistent codes throughout the school
- Measure progress against targets, school or national expectations
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform future planning
- Be manageable for teachers

## 3 Reasons for Marking

Whenever we mark a piece of work, we do so for one or more of the following reasons:

- To promote the child's self-esteem, interest and respect for his/her work
- To encourage and praise by noting examples of good practice
- To demonstrate to the child our interest and concern for their work
- To focus the child's attention on some of the errors he/she made and to suggest means of correcting them
- To evaluate individual progress
- To assess overall progress and to enable us to plan for future teaching
- To assess the effectiveness of our teaching

## 4 General Principles

If our marking is to be effective and of value to ourselves and to the child, it is important that teacher and child participate. Work should be marked with the child when practicable. 'Distance' marking should be a dialogue not a monologue. If the child is not involved, the chances are that the time teacher spend marking work is wasted.

We must focus on the **success criteria** for each piece of work and communicate this to the children before each piece is started or they may not be apparent to the children. The learning objective should be displayed and/or discussed. The success criteria should be shared with the children and displayed and discussed before the activity takes place.

## 5 Marking of Children's Work

- All work should be marked using green pen.

- Children may write with a pen in keystage 2 once they have had time to practice their skills, usually by the end of Year 3 in their literacy books. HB pencils are used for all other work. Year 5 and 6 pupils are encouraged to write in pen as often as possible.
- In FS/KS1 rubbers are only to be used by adults, in KS2 at the discretion of the teacher.
- When we mark work it is important that we demonstrate consistency by marking to the success criteria set for the task.
- Marking must focus on improvement not 'correction'. It should have a positive effect on the next piece of work produced by the child
- Exhaustive indication of every mistake is inappropriate for story, creative and expressive writing. Such work is very personal to the pupil, and is frequently written faster than the child's mind and hand can manage and as a result usually contains more errors than usual. It requires a different marking technique.
- Marking should be sensitive to the abilities of the child and his/her capacity to benefit from it. Marking should balance the desire to improve with the need to encourage.
- The teacher's response to written work should be aimed at developing a dialogue between pupil and teacher.
- Comments should include an acknowledgement of targets/ learning objectives achieved and one area for development. Since September 2014 all written work in literacy books and maths books should be marked with a 'star' symbol when commenting on how the child has done in relation to the success criteria. The 'cloud' symbol is used as a way to improve work next time. The pupil will colour the cloud in when they have read and understood the recommendation. A stamper to indicate achievement of the learning objective will be used.
- Ideally a child should be with his/her teacher when work is marked so that the marking has the greatest possible meaning, both for pupil and teacher. However, the constraints of time mean that this is rarely possible and 'distance' marking is necessary instead.
- Children are encouraged to self-assess recorded work by RAG (Red Amber Green) rating. Children draw a small coloured circle in the margin at the bottom of their work to indicate their own judgement in meeting success criteria.
- Children should respond to marking, otherwise there is no point in marking. Children must be encouraged to read marking and to respond in writing, verbally, individually or in a group activity. Children should be given regular opportunities to review and respond to comments made. When children have read both comments they should colour the cloud symbol to show they are responding.
- The children will benefit from marking if they understand the marking system. There is a need for a simple and consistent scheme of marking.
- Work in core subjects must be quality marked. (see marking of 'Creative & Expressive Writing', and 'Maths' work below)
- Work in foundation subjects may be marked with a lighter touch. (see marking of 'Other Work' below)
- Every piece of work (including Homework) must be marked in an appropriate way.

## 6 Frequency of Marking

- Marking should take place soon after the work has been completed and handed back as soon as possible.
- Marking can take place during the lesson – providing immediate feedback.
- 'Distance' marking should be completed before the next session of that subject.
- Long-term projects may be marked on completion – children need to be told this in advance.

## 7 Marking of Creative and Expressive Writing

Creative and expressive writing must be marked with constructive comments at the bottom praising the child's successes and indicating a feature for improvement. Comments should focus on the match to success criteria, quality of content, quality of expression, technical accuracy, and the commitment, shown in the piece of writing. This technique is referred to as 'focused marking'. Good features which meet the success criteria may be commented on.

We do not always mark creative writing for spelling and punctuation. Blanket marking of errors is not acceptable as it demoralises the child. Correction of spelling should not inhibit pupils' experiments with more adventurous vocabulary (vocabulary books). KS2 pupils are encouraged to use dictionaries to check their spellings.

For half-termly writing assessments using the writing assessment book, there is a form for marking and recording with comments/targets relating to Year Group expectations. A system of two stars and a wish is used to assist with future development of writing skills. The children are also involved in self-assessment.

## 8 Marking of Maths Work

Maths work must be 'marked' to show whether each answer is right or wrong. A comment is also added which tells the child how well he/she has met the success criteria and, when appropriate, which features need to be improved e.g. errors in processes, misunderstanding or concepts, misspelt vocabulary, accuracy, quality of presentation.

## 9 Marking of all Other Written Work

Marking will be against the success criteria. Pupils are encouraged to take an active role in the learning process.

When appropriate, features such as errors in processes, misunderstanding or concepts, accuracy, quality of presentation will be commented upon. Spellings should be corrected as appropriate to each child's stage of development with opportunities given for practice and corrections. For children in Keystage two, spellings can be 'collected' and recorded at the back of Literacy books. Once a child has a significant number of words they can request a mini spelling test and are awarded house points if all 10 can be recalled accurately.

Children are also encouraged to edit/mark their own work using purple proof-reading pens to distinguish between their marking and the teacher's.

## 10 Reward Systems

Rewards must be used for good effort, not only excellent work. We use a range of rewards:

- Praise
- Stickers
- Stampers
- Pen/Pencil of Perfection award
- House points
- Headteacher/Deputy Headteacher awards

## 11 Children's Response to Marking

As a result of the star and cloud written comments, children may be asked to respond to one written comment by:

- Writing an improved word, phrase or sentence
- Writing a sentence with correct grammar or punctuation
- Re-working a maths answer
- Children should be encouraged to respond to each other's work using the success criteria as guidance. Where appropriate, they should check and improve their rough drafts themselves, or use 'response partners', prior to writing out a final draft.
- Children can also mark their own or each other's work against an answer key e.g. mental maths, arithmetic, tables tests.
- Children may be asked to check their work against the end of the year expectations.
- Complete an additional problem solving challenge if all marked work from the taught session is correct.

***This policy should be read in conjunction with the Assessment Policy.***