

Huntspill Community Federation



MARKING POLICY



Lead Person: Derek Nevell
Committee: Teaching & Learning
Policy Date: Spring 2018

Rationale:

Marking is an essential part of planning, assessment, teaching & learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes & behaviour & leads to an improvement in standards.

We believe that the most effective way of marking for all pupils is through dialogue although much will be recorded. Teachers follow an agreed system & consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents & other teachers about individual progress. Evidence of our response to children's work can be found recorded in books and on display, although it is important to recognise that some work is practical & therefore response is verbal.

Aims:

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

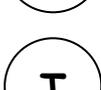
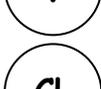
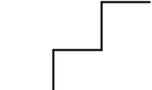
Broad Guidelines:

- Work will not always be marked in detail, but it will be checked. This simply indicates that work has been seen & can be done as the teacher moves around the room.
- There may be times when it is appropriate for a TA to annotate work.
- Work is marked as quickly as possible, i.e. same day or next day.
- Homework is marked as rigorously as class work.
- Blue pen is used, & care is always taken to preserve the integrity of pupils' work.
- Marking includes verbal & written feedback.
- The date, title & learning objective (WALT) will be recorded by the children where possible & appropriate.
- Marking can sometimes be done in the classroom with the child or a group.
- Self marking - this includes 'thumbs up' & the 'traffic light' system.

Marking:

Teachers to mark in blue ink

The following symbols to be used by the teacher when marking work:

	Independent work
	Help given
	Curricular Target
	Verbal feedback given
	Spelling mistake - word underlined (see note below re spelling mistakes)
	Tense verb incorrect
	Capital Letter - omitted or used incorrectly
	Full Stop - omitted or used incorrectly
	Word omitted
	Correct
	Next Steps
	Check this again

Spelling mistakes - when children have identified a spelling mistake there will be a weekly opportunity to find the correct spelling & record it.

Next Step - Teacher will write a comment & '**Next step is**' in a minimum of 6 books after each lesson (in all subjects).

Self-Assessment - Opportunities will be given for the children to self-assess their work. This will include 'thumbs up/thumbs down' & the following 'traffic light system':

	Red	I need help
	Amber	I'm nearly there
	Green	I can move on

Presentation:

There will be a focus on good presentation of work - children will be reminded of this on a regular basis.

Pencils used in KS1 - black handwriting pens used in literacy & other subjects (with the exception on numeracy where children will continue to use pencil). Teacher judgement used to decide when children move from pencil to pen but expectation is that for most children this will be by the end of Y3. Teachers will mark in blue pen.

Date - will be written starting on the left-hand side. Number date for numeracy (01.09.2011) & written date for other subjects (Thursday 1st September). The date will be neatly underlined from Y2 onwards. Teachers will consider support mechanisms for children who have difficulties writing the date.

Title/WALT - will be written starting on the left-hand side & neatly underlined from Y2 onwards.
Mistakes - children to use one ruled line through a mistake - use of rubbers will be limited.