



COWICK CHURCH OF ENGLAND VC PRIMARY SCHOOL

MARKING POLICY

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Our Mission Statement

Within our close Christian community, children are encouraged to fulfil their potential, to be enthusiastic, motivated and responsible learners who are challenged through an exciting and creative curriculum. By providing a safe, respectful and challenging environment, we equip them with the necessary skills to become citizens of an ever-changing world.

Aims and Rationale

At Cowick Primary School, we aim:

- To nurture the Christian faith and spirituality through an understanding of Christian belief, tradition and 'awe and wonder' in the curriculum
- To promote an ethos which embeds positive behaviour based on affection, respect and achievement in a caring, loving and secure environment where all gifts and talents are celebrated
- To provide an environment where independence, responsibility and respect for oneself and others, are nurtured, thereby preparing each pupil for life and work beyond school, as responsible citizens in a multicultural and diverse, democratic society where prejudice and discrimination are not tolerated
- To provide a creative and challenging curriculum, where high standards and risk taking are promoted and learning made exciting and memorable. The school endeavours to provide a wide range of extra-curricular opportunities and high quality extended school services to further enhance provision
- To ensure that teaching and learning is inclusive and focused on individual pupil's attainment, abilities, needs and learning styles, thereby maximising success
- To ensure that every child's progress is tracked and assessed in a systematic way to inform next steps in teaching and learning
- To enter into a purposeful partnership with all adults and children associated with the school for the benefit of all.

Why do we mark children's work?

1. To show interest and appreciation and to recognise effort.
2. To encourage, reassure and build confidence.
3. To support progress by directing improvement, helping a child evaluate their work and encouraging practice and development of learning whilst ensuring progression and challenge.

Marking should:

- ❖ Motivate and register interest and appreciation,
- ❖ show areas for development and how to progress and be appropriate to the child's abilities,
- ❖ be positive and constructive.

Work can be marked by:

- ❖ a teacher (supply teachers should sign underneath)
- ❖ another adult (e.g. a support assistant / student teacher) supporting that child – to sign or initial beneath the work.
- ❖ the child,
- ❖ a peer

What is used to mark with?

- ❖ Adults to mark in black or blue pen.
- ❖ Pupils to mark, respond, edit and up-level work using green pen.
- ❖ Work that is highlighted in pink in maths is correct; green highlighting indicates incorrect work and identifies response time needed.

What should marking and feedback consist of?

Pieces of work will see elements of, but not necessarily all of in one piece:

- ❖ RESPONSE TIME (green cards or green pen).
- ❖ Checklists
- ❖ Discussion with child where possible.
- ❖ Modelling.
- ❖ Grammar corrected or notated as appropriate.
- ❖ Awards – stickers, stamps etc.
- ❖ Taking child's ability into account, not just year group objectives.
- ❖ Comments praising work, being constructive and indicating the expected level of achievement for the next piece of work from the learning objectives and steps to success checklists e.g. *Remember next time to include adjectives when writing a descriptive passage. Next time, remember to use a number square – this will help you when adding tens.*
- ❖ Where the work is to develop thinking, accuracy may not be appropriate.
- ❖ When work is in final draft, children should aim for the highest standard of presentation and accuracy that they are able to produce.
- ❖ As children progress through the school, they should increasingly mark and evaluate their own work.

RESPONSE TIME

This is a fundamental way of taking learning forward, as it encourages the child to improve and correct their work themselves, or with a partner.

Children should be given time to respond to marking during the subsequent lesson or at the most appropriate opportunity.

All corrections made by the child should be made in green as this is clear to both adults and children.

During English lessons, where appropriate, checklists and / or rubrics will be used to aid work. Children and adults will use these to mark the work.

Standard symbols used throughout piece of work

☺	Learning objective / steps to success met.
Sp (suggested in margin for KS2, next to word for KS1)	spelling mistake
G	There is a mistake in your grammar – please check.
P	you have forgotten a punctuation mark, or perhaps you have used the wrong one. Look again!
.....	A section within asterisk marks means that this section is not clear. Read it again and check it makes sense.
^	This means that you have missed out a word or letter; or that you could put some extra words in to make your writing sound even better.
(x)	These brackets, with a cross over the top of the work, mean that this section is not needed or is a mistake.
VF	Verbal feedback / discussion with adult about work. What is good about the work, and necessary improvements which need to be made.
I	Independent work.
S	Supported work.
Group	Group work.

Standard symbols used at the end of a piece of work:

Praise/ positive feedback against the objective:	☺ or √ or and stamp or sticker
Next steps in learning:	┌ "Next time..." * or "wish".

This table should be displayed in the classroom.

Presentation

These “rules” should also be displayed clearly – and ALWAYS expected by staff.

- ❖ When the date is recorded it should be written on the top line of the page on the left.
- ❖ Title written in middle of the next line
- ❖ In maths books, children should write one digit in each squared box.
- ❖ All Key Stage 1 and Years 3 and 4 to use pencil. Year 3 and 4 may progress to pens.
- ❖ Years 5 and 6 should write in pen or pencil as appropriate. (Fountain or handwriting pen – not biro).
- ❖ Marking should indicate if the work was done with support or was unaided – if these are against the norm.

Policy reviewed and updated January 2019

Presenting our work well

- ❖ If we are writing the **date**, it should be written on the top line of the page on the left hand side.
- ❖ The **title** is written in the middle of the next line.
- ❖ When writing calculations in our maths books, we should fold the page vertically and write in these columns.
- ❖ The **question numbers** should be written in the margin if the book has one.
- ❖ All Key Stage 1 should use pencil. In Key stage 2 our teachers will tell us if pen or pencil is most appropriate for that piece of work.
- ❖ If we make a mistake we should place brackets around the piece of work we don't want and put a little cross above it.