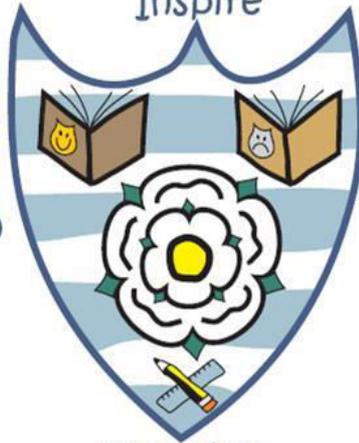


Birkwood Primary

Inspire

Cherish



Achieve

Together

School

# MARKING POLICY

**UPDATED DECEMBER 2017**

## 1. Why do we mark?

- To inform planning and ensure progression.
- To assess what targets have been met, set future targets and to ensure that appropriate progress is being made.
- To inform tracking systems and whole school monitoring and assessment procedures.
- To provide feedback to children and identify their next steps in learning.
- To show children that we are interested in their progress and effort.
- To recognise and celebrate achievement.
- To inform parents.

## 2. Who monitors the marking?

- OfSTED
- Co-ordinators – work sampling
- Headteacher – book scrutiny

## 3. Who does the marking?

### Foundation Stage and Key Stage 1

Most marking will be done by the class teacher but on occasions work will be marked by:

- Support staff (must be monitored by class/teacher)
- Supply teacher (should always mark work resulting from their teaching)
- Student teacher (with guidance)

### Key Stage 2

As Key Stage 1

On occasions by the pupil and/or peer marking

## 4. Effective marking consists of (not in order of importance):

- Positive praise and points for development which are precise
- Provides clear feedback to children about the strengths, and areas for development.
- Comments follow on from previous comments so that errors do not keep slipping through the net and repeating time after time
- Focuses on learning objectives
- Recognises, encourages and rewards pupils' efforts and progress
- Supports the target setting process
- Involves effective comments about particular qualities of pupil's work
- Is consistently applied across the school
- Helps parents to understand their child's performance
- Identifies Mastery elements of learning
- Is regular, systematic and conforms to an agreed format that is understood by the pupils and is continually reinforced
- Has a direct impact on pupil performance
- Pupils and parents should be able to understand all comments on the work OR should have them explained to them
- Teacher's handwriting is clear and legible modelling the school's handwriting policy and style

## 5. General issues

Ensure that comments are positive:

- Avoid bland comments – eg lovely work, well done, great! Say why. E.g. Well done - you have used some good connectives today (however, nevertheless).

- Areas for improvement – again avoid bland comments - this is not your best work, see me, try again. Say why. E.g. Your sentences are long and they need punctuation - I can see 2 places in the first sentence where a comma would help. Can you?
- If your previous point for development was to make sure capital letters are in the right place, make reference to that in future marking. E.g. Last time I asked you to check your capital letters but you still have not used them at the start of every sentence.
- Make sure children act upon comments.
- In maths, make sure that errors are not only marked as being incorrect, but it is made clear where the child has gone wrong and what they should have done instead. E.g. In column addition where the setting out was incorrect because tens were put in the hundreds column, don't just mark with a cross, set it out again correctly by the side and point out the error for the child. Modelling of correct methods in maths is crucial to effective developmental feedback.
- If a child is getting their work right, make sure you identify what extension / next steps are required and make sure you provide this next time, rather than more of the same.
- Children show evidence that they have read comments by:
  - In EYFS ~ comments to be read straight afterwards with child
  - In KS1, KS2 and Year 3 and 4 ~ children to initial
  - In Year 5 and 6 ~ children to sign
  - Year 6 to sign their target sheets
- At least one detailed comment for both Literacy and Numeracy to be provided per week that builds on the children's prior learning and is linked to targets

## 6. Monitoring and Review

The governing body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. This policy will be reviewed in October 2017.

Signed: \_\_\_\_\_  
Headteacher

Dated: \_\_\_\_\_

Signed: \_\_\_\_\_  
Chair of Governors

Dated: \_\_\_\_\_

## SIGNS AND SYMBOLS USED IN OUR MARKING

☺ or ☆ or Sticker	To acknowledge good work
✓	Correct or to show work has been acknowledged
^	Omission
X	Wrong (used with discretion)
?	To query the sense
<u>barnsly</u>	Word spelt incorrectly, where appropriate, is underlined. Write correction above the word or in the margin
//	To show where a new paragraph begins and indent the paragraph
○	Circle to indicate where something is missing, eg where full stop and/or other punctuation is needed
○ S	Indicates the child has received support and by whom (initials)
○ I	= Independent: <ul style="list-style-type: none"> <li>○ EYFS Key Stage 1 and Y3</li> <li>○ Y4&gt; Assume independent work unless otherwise stated</li> </ul>
○ LOM / ○ OM	Objective met
○ WTO	Working towards objective
○ VF	Verbal Feedback Given
○ M	Mastery Elements

Red pen is to be used for marking throughout school so that it stands out to the children.