

Wolverham Primary School

Marking Policy

Our marking policy has been created to ensure that children are fully involved in the marking process and understand why and how their work is marked.

We recognise that children's mistakes are a valuable part of the learning process.

Purposes:

- To encourage the child, to value the pupil's work and to recognise effort.
- As an aid to the planning process i.e. to help with planning for progression, to show knowledge, skills and understanding which, in turn, are linked to the National Curriculum and the EYFS.
- To inform the child of his / her next steps individually, in groups or as a class.
- To share comments in relation to the planned learning objectives.
- To give additional information which, in turn, will provide evidence for the assessment process i.e. adding to the context the level of support given or if the work is aided or unaided.
- As evidence that the work has been reviewed.
- To reinforce specific skills such as letter formation, correct spelling.
- To acknowledge and encourage accuracy, presentation, neatness and effort.

Marking Procedures

Who marks?

- All teaching staff
- All TAs who teach or lead sessions (work is initialled)
- All supply teachers (work is initialled)
- All marking is done in blue

What are we marking against?

- All written work is titled using Can I ... - the success criteria being marked against
- All titles begin 'Can I and indicate the support (if any) that has been provided by class teacher or teaching assistants
- KS1 title is typed when necessary and pupils write title when able
- KS2 written by child wherever possible
- The success criteria is differentiated as necessary

Focus Marking

- Focus marking takes place in Maths and English at least once a week for each child. It is down to the professional judgement of the teacher to decide when in depth marking is needed to move the learning on. Teaching assistants will mark their focus group's work in each subject to inform both the teacher and pupil of the progress made against the objective.
- 4 step '**effective feedback for learning**' is used
 - ❖ show success
 - ❖ indicate improvement
 - ❖ give improvement suggestion
 - ❖ make the improvement using the 'polishing pen'

Comments - examples

- Show success with green highlighter pen (see examples in appendices) (STEP 1)

FS & KS1:

- Green Star stamp will be used and green highlighting will indicate to the children what their successes have been.

Key Stage 2:

...Wow! That was a great paragraph; I like the way you hooked the reader in.
...I really like the way you have used inverted commas to show direct speech.
...Well done for remembering your finger spaces.
...Brilliant use of adjectives in your description.
...Super converting of improper fractions

- Indicate improvement needed using pink highlighter pen(STEP 2)

...Next time try to change the way you start sentences
...Can you remember to start it with a capital letter?
...Now try and keep your letters on the line.
...You could make this even better by putting a comma between each adjective.
...Now try to make sure the mixed number is equivalent to the improper fraction.

- Give improvement suggestion (STEP 3)
 - Slowly, the children crept up the stairs.
 - The elephant ate all the apples.
 - (self-explanatory)
 - As I walked to the shops, I heard a strange noise.
 - (self-explanatory)
- Make improvement with green polishing pen (STEP 4)

Ensure appropriate time and support is given to enable children to do this when appropriate and relevant to the objective. It may be necessary for adults to record comments made by the children in response to the feedback in green pen.

Children’s Responses to Feedback

- Key Stage 1 / SEN – where possible written feedback will be given but reinforced orally by class teacher or teaching assistant.

- Key Stage 1
MT box

	M	T
		
I understand this objective And I met it today	I understand part of this objective and partially achieved it	I found this tricky today

- Key Stage 2

MT box

	M	T
		
I understand this objective And met it today	I understand part of the objective/partially met	I found this objective difficult

- Peer Marking
MTP box

M	T	P

Where feedback from MT boxes indicates that the objective has not been met, or is partially met, a written response indicating the next step should be provided to non and focus marking groups.

Presentation of Work

- Long date – KS2 / Short date KS1 English
- Short date KS2 and KS1 Maths
- Underline work in pencil (KS2)
- Use handwriting pen – Y3+
- Only use a ruler to rule out mistakes (with a single line)

Marking Guidance

- Key/ high frequency words that are incorrectly spelt will be identified with a single line underneath (up to a maximum of three in any piece of work). Phonemes that have been taught in phonics should also be identified (e.g. f instead of th). The child will be expected to correct the spelling and KS2 children then record this in their Spelling Dictionaries.
- FS and KS1 will record marking comments from observational activities on post it notes. These will then be stuck into the child's book for assessment purposes. Examples are included in the appendices.
- Polishing pens will be used to make corrections in all books.
- All marking comments should be written following the school's handwriting policy.
- 'Big Write' marking should be marked by the class teacher as a focus mark for each child.
- All marking comments should link explicitly to the learning objective/Can I...?
- Marking contracts (see appendices) should be shared with the children and stuck in each child's Big Write, English and Maths book.
- Handwriting books should be marked using an MT box and individual corrections put underneath where necessary.
- Sketch books should have a date and an objective but do not need to be marked.

Marking Key for all written work

^ Means that a word or letter has been missed out

Marking Key for Maths

- ✓ Means the correct answer
- Means the answer is incorrect

Policy updated September 2016

Due for review September 2019

Wolverham Primary School
Key Stage 2

In my Maths book I will ...

- Read and initial what my teacher wrote on my last piece of work.
- Always use a sharp pencil
- Put the short date in the top left hand corner, e.g. 05.9.16
- Underline the 'Can I...?' and the date with a ruler.
- Only use a ruler to rule out mistakes with a single line.
- Put each digit in one square only.
- At the end of the lesson complete the marking box

M	T

Remember our marking key is ...

Green highlighter means you have met the objective here
Pink highlighter means think about this part again

- ✓ Means the correct answer.
- Means the answer is incorrect.

I will always try my best with handwriting, sticking in and drawing lines.

Signed _____ Pupil

Signed _____ Teacher



Wolverham Primary School
Key Stage 2

In my English/Big Write book I will ...

- Read and initial what my teacher wrote on my last piece of work.
- Put the long date in the top left hand corner, e.g. Monday 5th September 2016
- Write the 'Can I...?' on the next line
- Underline the 'Can I...?' and the date with a ruler.
- Only use a ruler to rule out mistakes with a single line.
- At the end of the lesson complete the marking box inside the margin

M	T

Remember our marking key is ...

Green highlighter means you have met the objective here
Pink highlighter means think about this part again

^ Means that a word has been missed out.

I will always try my best with handwriting, sticking in and drawing lines.

Signed _____ Pupil

Signed _____ Teacher



Wolverham Primary School

Key Stage 1

In my Maths book I will

- Read and initial what my teacher wrote and make any changes.
- Use a sharp pencil
- Put the short date at the top of the page
- Write the 'Can I...?'
- Use a ruler and draw a line through any mistakes
- Always try to write in my neatest handwriting.
- Put one digit in each square
- If I see . I will correct that answer.
- I will always try my best. If I am not sure, I will always ask.
- How well have I done today?



Name: _____ Pupil

Key Stage 1

MT box

M	T
	<input type="checkbox"/>

 

Name: _____ Teacher

Wolverham Primary School Key Stage 1



In my English/Big Write book I will

- Read and initial what my teacher wrote and make any changes.
- Use a sharp pencil
- Put the long date at the top of the page.
- Write the 'Can I...?'
- Use a ruler and draw a line through any mistakes.
- Always try to write in my neatest handwriting.
- I will always try my best. If I am not sure, I will always ask.
- How well have I done today?

Name: _____ Pupil

Key Stage 1

MT box

M	T
	<input type="checkbox"/>



Name: _____ Teacher