



Veryan Church of England School

Marking Policy

Aim:

- to regulate a marking strategy to ensure a consistent approach from all staff so that children are familiar with the system and can use the marking to full effect to improve.

Reasons for Marking:

- 1) **Acknowledge** that the work has been checked.
- 2) **Assess** children's understanding, acquisition and fulfilment of learning objectives.
- 3) **Inform a variety of stakeholders including:**
 - teacher's future planning.
 - pupil how to make improvements.
 - parents of pupil's progress.
 - other professionals coming into school that appropriate assessment is taking place.
- 4) **Encourage** by positive reinforcement.
- 5) **Model** expectations and appropriate standard of work.
- 6) **Correct** mistakes so as to help improve future work.
- 7) **Challenge** children's thinking to move them onto the next part of their learning.
- 7) **Train** children to look for ways to improve their work using AFL strategies.

Who the Marking is For:

- 1) Pupil
- 2) Staff (teachers, TAs, subject leaders etc)
- 3) Parents
- 4) Other professionals (advisors, governors etc.)

When the Marking Should Take Place:

To be most beneficial, marking should take place as soon as possible. There are a number of different situations during which marking may occur:

- 1) During lessons, in collaboration with children.
- 2) Before the next lesson in the teacher's own time.
- 3) During a follow up lesson as part of class feedback.

Who does the marking:

Different people will mark the work depending on the work and situation, which is colour coded for ease of identifying the marker:

- 1) The teacher (Green)- most of the time the teacher will mark the work.
- 2) TAs (Blue) - if a TA has worked with a particular group or if a quick response is needed (such as for homework) TAs may mark the work and feedback to the teacher.
- 3) Pupils () - Pupils will often mark their own work to encourage AFL or mark each others.

Form of Marking:

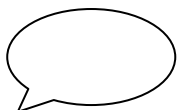
Marking may take a number of forms including:

1) **Symbols** - the following symbols will be shared with the children to ensure they are understood. The use of symbols can be labour saving for the marker and also more appropriate for certain children (particularly those in EYFS and SEN):

rong

* Underlining a word indicates a spelling error has occurred and the child must take some agreed action (e.g, find correct spelling in dictionary, add to spelling log). Not every spelling error will necessarily be underlined to avoid lowering self- esteem, this will be up to the marker's discretion.

* the speech bubble symbol is used to show the pupil and marker have discussed the piece of work and any issues.



* The learning objective has been met.



* The learning objective has been met in part but is not secure.



* The learning objective has not been met.



* The child has met their curriculum target.



* The child has completed the piece of work independently.



* The child has completed the piece of work with support.

2) Comments should be:

- positive
- encouraging and related to the learning objectives
- clear about how a pupil can make future improvements
- reflecting the school's vision and values.

The following phrases might be useful; I will help you to.....,next time....,try to remember to.... I was pleased to see....., Could you.....

3) Highlighters - these may be used to focus the children's attention on certain learning points (e.g pink = think, orange = ok, green = good example)

4) AFL - such as marking ladders

5) 2 stars and a wish - 2 positive comments about work and a point for improvement

6) Questions

7) Scores

8) Verbal

9) Stamps, stickers, rewards.

10) Numeracy - crosses are not used, errors are circled for the child to correct.

11) Key - as children progress in their writing, a more detailed key may be discussed with the children and used as appropriate (See “What Works Well in Literacy” for suggestion).

Outcomes:

When the above guidelines are adhered to, the ultimate result should be that standards of attainment are effectively raised throughout the school.

Approved by: _____ (Headteacher) Date: _____

Approved by: _____ (Chair of Govs.) Date_____

What do the different symbols mean in my book?

rong

* This spelling is wrong. Up to three words will be marked like this in each piece of writing. Find the correct spelling in a dictionary or on your word mat!



* You have talked about this with your marker and agreed your next steps.



* You met the learning objective in this piece of work.



* You need a bit more practise to meet this learning objective.



* We need to go over this again. You did not meet the learning objective.



* You have met your target.



* You worked independently.



* You had some help.



* Two stars (good bits) and a wish (thing you need to improve).