

Duddon Saint Peter's CE School



Marking Policy

Purpose:

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

The aim of this policy is to ensure that all children have their work marked in a way that is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for assessment. It should give clarity amongst children and parents concerning children's achievements and progress.

Marking practices and procedures should be in keeping with the school's overall policy on assessment and in the wide range of ways in which the school recognises and celebrates children's achievements.

As a result of this policy there will be greater consistency in the way that children's work is marked across the National Curriculum Key Stages.

Principles and procedures to be followed by all staff:

- Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback (VF).
- The marking of children's work, either written or verbal, should be carried out as soon as possible after completion or alongside the children, e.g. live marking in subjects like maths.
- Children should understand the meaning of the marking they receive, marking annotations are displayed in classrooms.
- Whenever appropriate/possible, when marked work is returned to children, there should be some kind of verbal feedback either individually or to the class and time given to respond to marking.
- Staff should look for strengths before identifying weaknesses when marking work. They should give recognition and praise for achievement and clear strategies for improvement.
- Where appropriate, a brief comment, positive and constructive should be made on the work. This comment should also be informative and linked to the learning objective.
- Marking should be linked to learning objectives/targets in some cases, even for the most able children.
- Staff should look for opportunities to provide positive feedback to children.
- Marking procedures and marking standards should be consistently applied across the key stage.

- When children mark their own or other children's work they use a green pen.
- Parents should understand the school's marking procedures, through homework tasks and parent/teacher discussions. Marking annotations are displayed in homework books.
- If children edit their work after it has been corrected, originals may be kept to show parents as an indication of the child's progress.

Common Marking Policy:



Children need to be aware of the marking policy and to understand that throughout their time at the school the purpose of marking is:

- to recognise those areas of school work that are good and to improve upon them
- as a means of giving encouragement towards producing work at an acceptable level
- to indicate to children what happens next – ensure progression
- to check for standards, individually and within the class
- to determine whether a child can work within set time limits or targets


Summative feedback / marking:

This usually consists of ticks which are associated with closed tasks or exercises where the answer is either right or wrong. On occasion this can also be marked by the children, as a class or in groups.

EYFS

-  R *Remember*
- I independent work
- S supported work
-  Positive feedback

Key Stage One and Two- uses a common set of symbols to mark/comment on pieces of work.

- R *Remember*
- full stops = *Some full stops included*
-  Objective achieved
- I independent work
- S supported work
- ABC capital letters
- FS finger spaces
- Sp spelling
- D Dictated sentence
- RA Read aloud
- P Punctuation
- VF = *Verbal feedback*
- └ *Next steps*

Key Stage Two uses a common set of symbols usually placed in the margin or beside the error.

- ? *I do not understand – it does not make sense*
- T

| | |
|-----------------|--|
| C | <i>at the end of the line for children to self-check</i> |
| Sp | <i>becaus<u>u</u> - check spelling- should be used at the end of the line for children to self-check</i> |
| <u>b</u> | <i><u>b</u>illy - capital letter mistake – used at the end of the line for children to self-check</i> |
| // or NP | <i>he was// Next – new paragraph or new line</i> |
| ^ | <i>in car – you have left something out</i> ^ |
| P | <i>punctuation ("" ! ? . , ' : ; may be inserted) – check at the end of the line</i> |
| C | <i>correction</i> |

Check - incorrect – look again

Standardisation:

Staff meet together to discuss and mark children's work in relation to National Curriculum levels. The assessed work is collected together and used for teachers to compare and standardise their judgements.

Spelling, punctuation and grammar:

Within Key Stage Two, spelling punctuation and grammar should be checked in every piece of writing. When children have completed a task, they should be asked to check for things that they know are wrong in their work when they read it through and make corrections. Peer assessment is also used when marking.

Children should be given feedback about the elements that the teacher has asked them to pay attention to and build on previously taught skills. Where appropriate, children are asked to correct mistakes.

Rewards

Children are given stickers, certificates and awards for work and behaviour which shows improvement or effort. Comments on children's work are positive whenever possible, although recommendations for improvement are also given.

Evidence:

Evidence of children's achievements is kept. This shows the child's best work or work of greatest significance along with teacher/child comments.

Special Educational Needs:

The identification and assessment of children with special educational needs is carried out both by the class teachers and the Special Needs Co-ordinator and supported by outside agencies. It is the role of the school to ensure that the needs of the individual are accurately assessed and to see that the appropriate measures to meet these needs are taken. This may require modifications to the curriculum where all other strategies for individual support have been unsuccessful. Detailed and updated records are kept of strategies adopted and progress made.

Equal Opportunities:

As a school we seek to constantly raise awareness of gender, race and disability issues. We are aware in making assessments of the presence of bias and gender and race issues.

Monitoring and evaluation:

- The Head teacher and Subject Teams monitor books.
- Scores are used to inform teacher's judgements concerning future planning, target setting, children's progress, records and reports.

Date: January 2024

Date of review: Spring 2026

