



St. Patrick's R.C. Primary School



Marking Policy		
Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

To be effective, our marking:

- aims to help children learn, not to find fault
- comments aim to be positive and constructive
- is often done while a task is being carried out, through discussion between child and teacher
- will be marked as soon as possible after completion and returned to the child
- is used sensitively and with discretion.
- is kept up to date

Marking is not a task just for teachers – there is a clear distinction between marking and assessing. Teachers and teaching assistants are both seen as vital roles in the marking process.

When using marking as an assessment tool then teachers are expected to take a clear lead so that this time consuming process has a clear value and is used to move children's learning.

PROCEDURES

Marking in Key Stage 1

- Work is marked with the child present, wherever possible
- An appropriate comment to be made, which can be read back to the child if s/he is unable to read it for her/himself
- Specific point(s) of learning to be picked out for correction (not everything)
- Comments may be oral, they need not always be written
- The child's response may be written out, if appropriate, for future use
- To correct, one line is put through, and the correction written beside it (for teacher and/or child)
- In Maths, the child may be asked to write the problem out again, in corrections
- Rubbers may only be used by the teachers in Reception and Year 1
- Rubbers may be used by the child in Year 2, if used properly
- Marking is to be positive, wherever possible, with smiley faces, stamps etc. used when desirable.

Marking of English of English Work in Key Stage 2

Lower KS2

Correct as appropriate to the

child: punctuation .

spellings - around insist words

- write correct spelling above for child to practise in own word book
- a dot under a word tells the child to find the correct spelling, and practise in own word book
- the word is written correctly in the 'I Can Spell' book

smiley faces/stars for good work

- self correction/peer correction is introduced in Year 4.

Comments need to be clear to the child as to what they have done well and/or what they need to do next to improve. Vague comments are not acceptable eg well done, nice writing etc These are not clear to the child as to what specifically they have done well.

Upper KS2

1) Self correction of early drafts.

2) Correction by self/peers/teacher of second draft using marking code:-

3) Written comment and signature of marker.

Marking of Maths Work in Key Stage 2

- All work is expected to be presented neatly.
- All work must be dated, with date, heading or page number underlined.
- All lines must be drawn with a ruler.
- In written Maths work, it is expected that the hand writing, spelling and grammar will match the child's capabilities in English.
- Corrections are to be headed and underlined, at the end of a piece of work.
- A red pen may be used for underlining in the Upper School.
- If untidy, even if correct, a child may be asked to re-do a piece of work.
- If particular numerals are written incorrectly, they will be circled and re-written correctly by the teacher for the child to image correctly.
- Answers marked incorrect by the teacher should not be rubbed out and corrected by the child. The correct answer must be shown alongside, or in Corrections This will help in finding out how the child worked out the incorrect answer).
- It is not necessary to comment on every piece of work.
- Comments should be focused, if possible.
- A line should be drawn at the end of the day's work, across the page if appropriate).

Marking Guidelines for English

Marking is an assessment process: it provides the opportunity for the teacher to look at a child's learning to decide their next steps. Marking should be a two way process involving the marker and the child. Marking isn't just the final opinion of a piece of work; it should be used as a form of formative assessment so that future learning can be moulded and guided. This is why marking needs to be regular and thorough. Marking provides the teacher an opportunity to look carefully at children's learning to provide information as to how well they have

learned, but more importantly, what learning needs to take place in the future. In classes where learning takes place, marking is seen as an essential part of the learning process (McGuinness 2000). Regular marking should take place of the children's on-going work and it is essential to mark thoroughly so that key learning for individuals can be addressed. Marking should try to be immediate whenever possible.

What marking should look like (it should be remembered that verbal feedback and group/individual marking with the child, is always an important part of marking):

Reception – much will be verbal to the child as they learn. Written feedback will not help many children. Marking will often be a summary of child's learning with a comment to what they have achieved in term of Early Learning Goals and what the child will need to learn to do next. It should also provide a context of the learning. Modelling may be provided to the children eg letter formation key words initial letters etc

Year 1

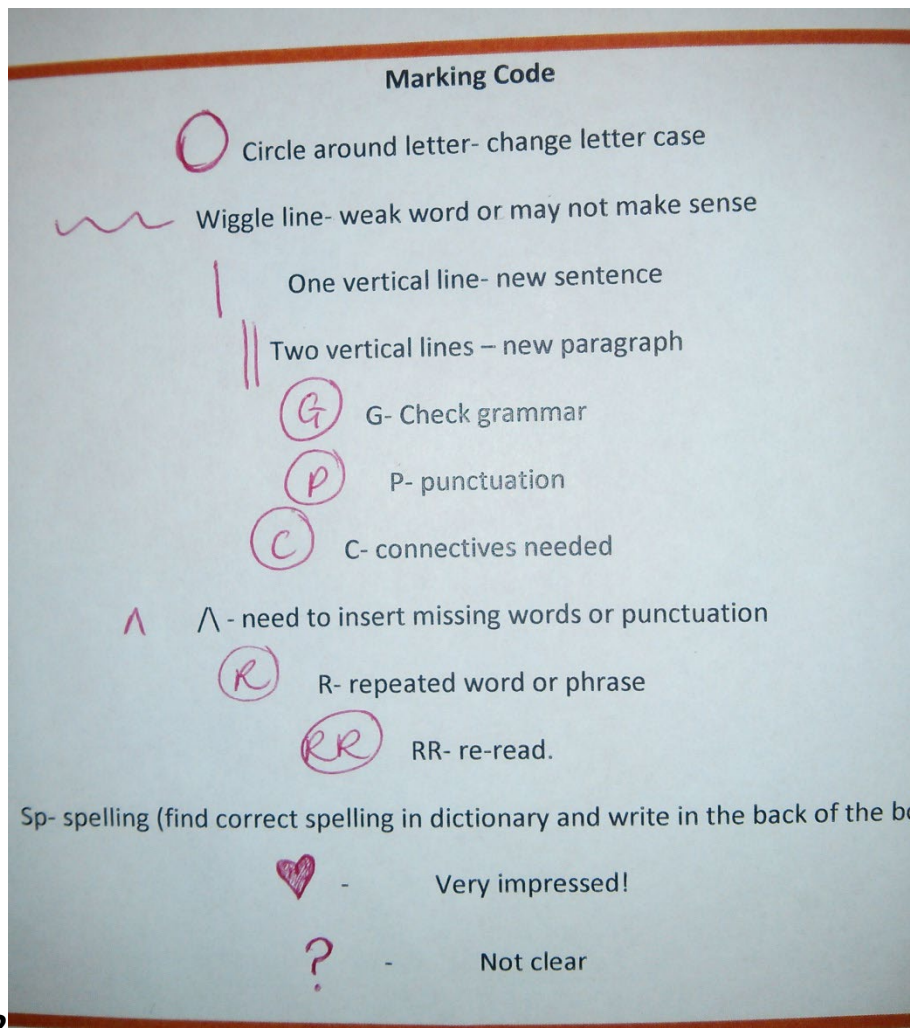
When possible marking to be carried out with the child. A combination of written formal marking and verbal feedback as the children are working. In children's work it would be expected to see: letter formation, identification of basic punctuation and capital letters, key words, appropriate spelling and phonic patterns for that child, picture targets to be used using Alan Peat picture targets to provide feedback and targets. During the year insist spellings to be introduced.

Year 2

When possible marking to be carried out with the child. All Extended pieces to be marked with that child's learning in mind. Comments should relate to the learning objectives or success criteria for that child/group. Work should be marked highlighting key learning: punctuation, spellings, handwriting and vocab. Only a few per piece of work and not all in one piece of work. Targets (written or picture) need to be given. eg Use capital letters for special names. On-going general English needs to be marked regularly. Insist words to be used – spelling circled and then placed onto insist word card. Handwriting should now be coming into line with age/school expectations. Joined handwriting to be taught.

Summary – gen English marked and corrected appropriate to child. Relevant comments. Comments to praise/ correct/ guide/next steps

I am A writer to be marked more thoroughly with an appropriate amount of key corrections appropriate to child.



Key Stage 2

You can't mark/assess everything in a piece of work – you must prioritise Year 3/4

When possible marking to be carried out with the child/group. All Extended pieces to be marked with that child's learning in mind. Comments should relate to the learning objectives or success criteria for that child/group. Feedback should emphasise key learning and future learning needs eg Sam you must join the letters "sw" like this.. Work should be marked focusing on (not all in one piece of work): punctuation, early sentence types, connectives, simple openers, spellings, handwriting and vocab. Targets need to be given. eg Use capital letters for special names. On-going general English needs to be marked regularly. Insist words to be used – spelling circled and then placed into Vocab book. Children should then use vocab books to learn insist spellings and to check their own work. Marking ladders introduced emphasising targets for children – these should draw upon previous teaching. Self-assessment to be introduced. Limited number of corrections in marking only emphasising what needs to be drawn to the child's attention (five or six spelling corrections – 2 or 3 insist words, relevant grammar etc in an extended piece.) It is not necessary to correct every grammar and punctuation mistake – only what is felt relevant to that child. If a child hasn't used prev learning eg sentence types or openers they need to be told this. Self and peer assessment to be used – if the children have a clear learning objective they should be thinking about this. Joined cursive handwriting to be taught and expected.

Gen English to be marked with some corrections appropriate to that child, appropriate comments giving praise/ Next steps./Setting standards/ giving feedback etc. These will not be marked to the same depth as I am a Writer.

Comments can't mention everything – what is important for that child?

I am A writer – Marked thoroughly bearing in mind prev teaching. Eg if they have been taught openers have they used them? Marked with appropriate amount of corrections for that child (not correcting everything) , comments to relate strengths, weaknesses, successes, targets.

Year 5/6

When possible marking to be carried out with the child/group. All Extended pieces to be marked with that child's learning in mind: children should be clear as to what they are writing, but more importantly what they need to do in a piece of writing to be successful. Comments should relate to the learning objectives or success criteria for that child/group. Feedback should emphasise strengths and weaknesses in language accessible to the child .Work should be marked highlighting/correcting key learning eg punctuation, sentence types, connectives, simple openers, spellings, handwriting and vocab - not all in one piece of work though! Targets need to be given. eg use commas in a list, use the openers we looked at in class. On-going general English needs to be marked regularly. Insist words to be used – spelling circled and then placed into Vocab book. Children should then use vocab books to learn insist spellings and to check their own work. Marking ladders for I am a Writer introduced emphasising targets for children – these should draw upon previous teaching. Self-assessment to be introduced. Limited number of corrections in marking only emphasising what needs to be drawn to the child's attention (five or six spelling corrections – 2 or 3 insist words in an extended piece.) It is not necessary to correct every grammar and punctuation mistake – only what is felt relevant to that child. Self and peer assessment to be used. Joined cursive handwriting.

Headteacher:	M. Ryan	Date:	September 2018
Chair of Governing Body:	G. Wilson	Date:	September 2018