



Glen Hills Primary School

Marking Policy

AIMS:

This policy provides a consistent approach to marking at Glen Hills Primary School:

- To provide feedback for the child to enable progress.
- To ensure that our marking assesses learning.
- To provide feedback as to the effectiveness of the teaching.

OBJECTIVES:

- To give helpful and understandable feedback to children.
- To give encouragement to children.
- To raise self esteem.
- To give value and worth to children's work.
- To allow children to develop the ability to self evaluate.
- To facilitate self appraisal.
- To inform future planning.
- To gather information to report on pupils' progress to parents.
- To encourage children to focus on targets for learning through a process of teacher marking and pupil self evaluation.

To achieve these objectives it is important that:

- the marking system is understood by pupils, staff and parents.
- work is marked, if possible, in the presence of the child.
- according to the particular focus of the piece of work the criteria will be shared with and understood by the child.
- marking is consistent with the child's development.
- positive comments are written which indicate what is pleasing about the work.
- marking will be carried out by the teacher or a person under the teacher's supervision.
- children will self mark and evaluate where appropriate.
- marking is to be done in a contrasting ink to the child's writing colour.

Marking Guidelines

Marking should demonstrate awareness of content and the effort sustained by the child.

Teachers should use their discretion and knowledge of the child when marking.

Where work has been supported by a teaching assistant or other adult, this should be indicated.

Marking should focus on positive aspects of the child's work. Rewards for good work can include praise, smiley faces, stickers and stamps, sharing with peers, showing another teacher or Head Teacher as the teacher feels appropriate.

Key Stage Achievement Award assemblies are an opportunity to celebrate good work, good practice or better than usual effort.

Quality of presentation may be commented upon with the aim of improving and demonstrating expected standards, incorrect letter and number formation should always be corrected and, where necessary, demonstrated to the child.

Really poor work (underachieving, lack of effort etc) may earn a negative comment and/or suggestions of how to improve. It is crucial that children know specifically why their work is considered poor.

Every piece of work should either be marked or talked about with children. When this happens, the use of a 'V' for verbal comments should be written on the work. For younger or less able pupils, oral feedback is of equal importance to a written comment.

Formal English (grammar and spelling work) requires mistakes to be corrected with the emphasis on accuracy.

In Maths, incorrect work is shown by a dot or square next to an incorrect answer, leading to the use of a cross appropriate to the maturity of the child.

Corrections are not necessary for all incorrect work if the child shows understanding of the concept.

Marking/feedback will sometimes reflect on the learning objective/success criteria/child's targets through a next step comment in English, Maths and Science and it is expected that these will appear either once a month or once per unit of work (approximately).

Next steps or moving on comments may be; an extension of work already completed; an example asking a child to apply new knowledge; or an example of success criteria not met in the work produced. On occasions, they may be used if a child has not moved onto the challenge work within a lesson. There should be evidence that a child has responded to these.

Incorrect spellings that the child could be expected to know will be highlighted for correction with respect to the child's age and ability (see marking code attached).

Marking is inappropriate for:

Artwork

Activities where the process is more important than the result

Work carried out orally

Children's preliminary notes made for use later

For the above areas of work, oral feedback is predominantly used with the pupils.

Trigger and End of Topic assessments are marked to assess knowledge only.

Please see attached Appendix for marking code to be used in all work.

GLEN HILLS SCHOOL MARKING CODE

(Aspects of this apply only to KS1 or KS2)

RED PEN TO BE USED FOR THE FOLLOWING:

MARK OR COMMENT

INTERPRETATION

Good, Well Done, Excellent, Brilliant!, 😊 'Sticker'

Great,

Child has demonstrated the criteria for the work and achieved highly for their ability.

A good effort, Well tried, A Good Try etc.

Work not necessarily all correct but child has made a good attempt.



A target to look for in your next piece of work / unit – an ongoing target.

Star ☆ ★ or smiley face

Good Work.

'Challenge' / 'Super Star' Sticker

Extra challenge

⊗ or comment.

Work not up to expected standard.

Date?

No date on Work.

I can?

No Learning Objective / 'I can' statement on work

Glen Hills

Underlining has been omitted

Henry whispered, "sally, your turn" She stopped.

Missing full stop or capital letter.

The boy fell on the grownd

Word spelt incorrectly.

The girls went the t_^wn.

Missing word, missing letter.

They (away) ran.

Word incorrectly placed.

? Then they put in the over and suddenly the hole was there lost.

This sentence does not make sense.

The girl's football just disappeared!

Examples of missing punctuation – the replaced punctuation should be in the marking colour.

..they fell asleep. // In the morning..

New paragraph required.

On occasions (e.g. objective testing) numeric totals may be recorded

Draft work by children does **not** need to be marked

GREEN PEN TO BE USED FOR THE FOLLOWING:

1. Moving on comments
2. Spellings

Key Stage Two - High frequency words to be corrected 3 x. (max 3 words at a time)

Key Stage One - Key Words to be written in a cloud to be practised

Policy	Marking
Reviewing Committee	Curriculum Committee
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