MARKING POLICY

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Our Values:

To support and develop learners through effective feedback and marking demonstrating:

Respect – by valuing the work that the children have done. Celebrating achievement and helping children to improve their work.
Compassion – by considering the needs of the individual child. To boost self-confidence and self-esteem making sure children feel good about their achievements.
Creation – by encouraging children to be creative in their response to tasks. Understanding that we are all unique and that we use our knowledge and skills for good.
Perseverance – to acknowledge through praise where children have not given up even when things seem difficult, and when children have improved their work.
Service – by building trusting relationships with children as we serve to help them to improve their work.

Aims
In marking children's work, we aim to:

- respond positively to children's work
- inform them of the next steps they need to take in order to improve
- develop their awareness of the need for accuracy and high standards of presentation

Principles

Children must be aware of and understand our marking system (see attached drafting code, appendix 1). Throughout the school, the teachers' expectations must be explicit and consistent.

Our marking strategies, whilst being agreed as a school, are essentially child-centred, in that each teacher marks the work of an individual according to their own needs, and his/her development and purpose.

There is development throughout the school from a teacher marking mostly with the child while they are drafting pieces of work, to the marking of older children's work when they are not present (usually this is because the work is of much greater length and there is not always time to work with individual children in the classroom situation). Occasional helpful comments are written on the work either in pencil, black or blue ink, though oral comment is often more appropriate for younger children.

Self-assessment is encouraged using the agreed traffic lights system (AfL). Pupils colour a traffic light either green, amber or red upon the completion of their work, depending on whether they think that they have achieved the objective (green,) had difficulties (amber,) or they haven't understood (red.) Teachers may also have a written dialogue with a pupil during a piece of work, depending on the age or ability of a child in order to take learning on further.

Peer assessment is used to promote independent learning at a minimum once every half term.

Green polishing pens are used by children to correct, respond and reflect on the teachers marking.

Purpose

The marking policy aims to satisfy a number of different, but related purposes, all of which ensure consistency, quality, rigour and effectiveness. As a staff, we try to make our marking manageable by having a specific purpose in mind. A list of criteria we use to help us make decisions on the purpose of marking each piece of work is as follows:

- to value children's work
- to monitor progress against specific daily and longer-term individual targets
- to demonstrate achievement
- to give valuable feedback
- to inform planning
- to check that work has been completed
- to check on accuracy
- to encourage appropriate presentation and neatness

- to monitor development of generic skills e.g. spelling, punctuation, grammar
- as evidence of progress (monitoring in relation to previous progress)
- for the pupil's records of achievement
- as evidence for parents
- to contribute towards teacher assessment

We need to be aware that one of the purposes of correcting work is diagnostic and the teacher should therefore use the information to devise strategies for taking a child forwards.

All English and mathematics work is marked by a range of methods including marking by the class teacher, peer marking and whole class approaches when appropriate. Next steps marking takes place in Foundation subjects, verbally with the whole class.

To identify whether a child has achieved or exceeded an objective within a piece of work, adults will use the following criteria:

- One tick by the Can I statement means that a particular piece of work is at the expected standard.
- Two ticks by the Can I statement indicates that a particular piece of work is assessed at a greater depth standard.
- If a child has produced a piece of work that has not met the expected standard in the eyes of an appropriate adult, there will not be any tick by the Can I statement. Instead, appropriate and supportive feedback will be provided to ensure the child has the tools to support them in reaching the expected level.

Drafting Code
A drafting code has been developed and is displayed in each classroom (see appendix 1).

Ideally, we support children with their drafting and help children improve their work, verbally. When this is not possible, we apply the following drafting code:

Spelling Errors

We encourage children to use dictionaries, high frequency word lists and phonics mats to help them with their spellings. We also aim for children to identify their own spelling errors by noting 'sp' in the margin on the line or after the paragraph where the error occurs. On some occasions the spelling errors may be underlined eg sed. Teachers will also use their own discretion and not ask the child to correct every spelling error. Sometimes the teacher will correct the spelling for the child if the error is thought to be too difficult for the child to be able to self-correct. Occasionally, teachers will give the initial letters e.g sai_ and ask the child to complete it.

When children have chosen the wrong grapheme, adults may write the word with a gap. The children then have to choose the correct grapheme to put in the space. For example, for the word field:
feeld f__ld

Children are encouraged to use grapheme charts.

Previously taught words: For these errors, adults may underline the word and expect the child to correct the spelling:
Whent

As a school, we actively encourage children to use resources such as word mats and we encourage children to recall spelling work from previous lessons.

More challenging words: These might be necessary for the piece of writing e.g. names, vocabulary or words from higher year groups. In cases of incorrect spellings, adults will underline the word and provide the correct spelling:

Artic Arctic

Where possible, adults encourage the use of working walls and vocabulary in books.

Praise is always given to pupils attempting to spell words on their own.

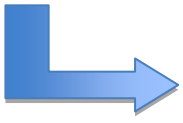
Punctuation Errors
If capital letters have been missed out or used incorrectly, the teacher will circle the appropriate letter to bring it to the attention of the child.

Errors in punctuation such as commas, full stops, exclamation marks, apostrophes, question marks and speech marks will be denoted by circling the place where the punctuation has been missed out.

Extra Information Needed
If the teacher feels that the child has missed an opportunity to use extra adjective or adverbs, they will use ^ to denote where these words or phrases could have been placed to improve the work.

Paragraph Errors
When a child has continued writing where a change of paragraph should have occurred, the teacher will denote by marking with //.

Next Steps
Where appropriate, the teacher will identify the next steps that the child needs to take in order to further improve their learning. Next steps will be marked by an arrow



Support
Pupil's work will be marked with the following symbols to indicate what level of support they have received:

S	Supported by adult	PS	Peer Support
I	Independent	G	Guided Group

Monitoring
The marking of children's work will be monitored on a termly basis across a range of subjects. Monitoring of marking would be looking for evidence of the following:

- a range of positive comments
- examples of peer/self-assessment
- annotation of photographs of practical work
- specific comments linked to learning objectives
- correct use of the symbols in the drafting policy
- clear next steps
- range of comments to move the learning forwards
- questions used to provoke thought and reasoning

Approved by Governors 15 October 2024



Signed Chair of Governors

Appendix 1

Marking Code

✓	Right
✓✓	Really good work
. or ?	Incorrect, try again
_____ or Sp	Underline a spelling mistake or place 'sp' in the margin on the line where the mistake has been made. Where appropriate, correct the spelling in the margin or above the word.
◯	Punctuation/grammatical errors – a missed full stop, comma, apostrophe, exclamation mark, question mark or missed capital letter

^ Add something to the writing (adjectives or adverbs)

// Start a new line when writing poetry or to start a new paragraph



Next steps

S Supported by an adult

I Independent

G Guided Group Work

PS Peer Support



Talk to the teacher for help