Marking Policy

We believe that marking is an important element in the teaching and learning process. We respect the work the children have produced and as such marking should be used as a tool to provide positive encouragement to the child, whilst also indicating relevant errors. Marking should be thorough and this will include, where appropriate, correction of spelling and grammar. Please note that for pupils with a Specific Learning Difficulty we need to take a much less critical approach. We need to address one particular problem at a time. It is also possible that in some subjects a thematic approach to marking may be adopted.

Central to this policy is the use of:

- constructive formative comments
- positive encouragement
- interactive questioning to develop further a piece of work
- target setting to help a child identify their next learning stage
- marking as a record and an evaluation

When marking it is envisaged that:

- Marking should aim to avoid a page covered with untidy alterations, as it is very demoralising.
- Where possible it should take place with the child present and if this is not possible work should be marked as soon as possible and ideally no later than within one week of the work being completed.
- It is preferable at the end of a piece of work to make a comment that is positive in nature and that also reflects the achievement and effort made by the pupil.
- Each subject has a responsibility to correct general spelling and grammatical mistakes as well as ensuring the correct use and spelling of any technical words specific to that subject. Spelling corrections (or a selection of) may be copied out three times by the child.
- Marking should be undertaken in a different colour to that of the work.
- Time must be given in lessons for pupils to read through any comments and to reflect/act upon them.
- Inappropriate subject marks should be collected on a regular basis and recorded by the teacher to inform achievement over the academic term.
- Marking can be used to inform teacher assessment of levels of attainment (based on subject handbooks)
- Pupils are given the opportunity, where appropriate, to mark their own or other pupils' work so they are engaged in self and peer-assessment. Pupils should be given clear instructions/guidelines prior to these activities and the teacher must also take in the self or peer-assessed work afterwards.

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FOCUS MARKING GUIDELINES

1) Focus marking is only required for:
   - The English group that you are working with.
   - The maths group that you are working with.

(There should be at least one piece of work that is focus marked each week).

2) Learning objectives should be identified.

3) Challenges for the able, gifted and talented children should be identified where appropriate.

4) Teachers' comments should relate to success criteria and reflect each child's work and effort.

5) In focus marking, a **next step** is to be written if a child has not completed all the objectives from the success criteria.

   Next Step: **Next Step:**
   To use adverbs.   To practise number bonds to 10.
                                     $9 + \underline{} = 10$

6) If a child has completed all the objectives from the success criteria, a **challenge** is to be written to extend them further.

   Challenge:
   Think of 3 synonyms for 'beautiful' and put them in a sentence using commas.

7) Teachers should plan dedicated time for children to revisit their work and respond to next steps or challenges.

8) Teachers will then acknowledge children's responses by ticking, writing a brief comment or putting a smiley face or sticker to build up a dialogue.

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Marking Codes Used at PGP

KS1 Marking Codes

→	= what I need to work on
✓	= included in my work
(Aa)	= capital letters
(•)	= full stops (use '!' or '?' to indicate specific punctuation focus)
(finger spaces icon)	= finger spaces
(dog)	= write on the line using clear ascenders and descenders
(puzzle piece)	= conjunctions
(wow! star)	= descriptive language
(eyes)	= read this sentence again, can you spot a marvellous mistake?
sp.	= incorrect spelling, practise three times

For example, if a child remembered to use capital letters, finger spaces and full stops, but did not write on the line and misspelled 'your', this is how the marking codes would be used:

Positive comment to reflect child's achievement

✓ (Aa) (•) (finger spaces icon)   sp. your x3

→ (dog)

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KS2 Marking Codes

Next Steps   = what I need to do next

Challenge   = an extension question

S   = supported by an adult

V   = verbal feedback given

sp _____   = incorrect spelling

//   = new paragraph

/   = separate these words
              = start a new line

‿   = join these words

p   = punctuation error

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This policy will be reviewed annually		
Reviewed: 7 November 2017	By: Polly Leonard Checked by Tim Cannell	Policy created.
Reviewed: 30 August 2018	By: Head of Assessment and Headmaster	Remove RED and leave as Challenge work
Next Review: 30 August 2019	By: R. McAvoy	No changes made
Reviewed: 30 August 2020	By: R. McAvoy	Changes made to KS1 marking policy.
Next review: 30 August 2021	By: R. McAvoy	

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