

Fowey Primary School
Marking Policy January 2011 (Reviewed January 2015)

This policy is intended to ensure consistency across the school in terms of marking practice.

Marking should enhance learning through:

- Drawing children's attention to what they need to improve.
- Providing feedback to enable them to assess themselves and understand how to improve.

Agreed Procedure

- Learning objectives and success criteria are shared with the children and are central to the marking process including drawing attention to examples of successes.
- A variety of approaches are taken to marking work including children marking one another's (response partners); self-assessment; 1:1 discussion; modeling as a class together and written and/or oral prompts.
- Indication needs to be made whether written work was with support, independent, with a partner or part of a guided group.
- Marking might be selective, focusing on one or two aspects, relating to the learning intention.
- Comments should focus upon key issues linked to lesson objectives and curricular targets – these will also include progress towards IEP targets where appropriate.
- Marking criteria should be shared with the children and a checklist of items used to look for when marking their own or others' work.
- Children self-assess against their targets on independent pieces of work using a **T** in the margin and underlining the example in pink pen. Teachers then follow up to comment on whether the target is met.
- Teachers reward and recognise children's work/efforts with: comments, stickers, stamps, stars and certificates.
- It is expected that supply teachers also use this policy when marking children's work.
- The marking scheme should be shared with the children and displayed prominently in the classroom and in children's books.
- When 'marking at a distance' it is important to consider whether children can read the comments and understand them.

Feedback and Corrections

- Teachers should try to include formative comments that inform children's learning, e.g. directing them to the next stage of their learning.
- Next steps should include questions, reminders, scaffolding (an example of what they need to do) and examples (exact sentences, words or processes).
- Time is given daily for children to read comments and make a response, including corrections.
- Children will initial against the teacher's comment to show they have read the teacher's feedback.
- Children will carry out their corrections under the green stamper heading - 'Corrections'.
- Spelling corrections are limited to those words the child should know or are related to the topic (usually a maximum of 3).
- Spellings will then be transferred to the child's weekly spelling list to learn.
- Punctuation corrections – pupils will indicate this with a circle around their amended punctuation mark or responding above where the incorrect punctuation mark has been circled by the teacher.

Is this working?

- Do work trawls suggest that teachers are applying the marking policy and marking scheme?
- How clear are children about the symbols used and their purposes?
- Have children taken on board corrections and attempted to rectify their mistakes?
- Have comments made led to evident progress in children's work?

How your work is marked



You haven't tried as hard as you could have done.



Satisfactory effort.



Very good effort.



Excellent effort! Have a sticker.



You have fully understood the objective of the lesson, well done.



This is an excellent piece of work. You can show other adults around the school.



Tickled pink - I really like this part of your work.



Green for growth - What do you think needs changing or improving?



Who marked it and when.

This is correct, well done!	✓ pink tick
Oops! You have made a mistake.	• green dot
You need a new paragraph.	//
Please write your corrections underneath.	Corrections
Incorrect spelling - spellings into weekly list.	sp. or underlined in green pen
Incorrect formed letter, join or digit.	Correct letter, join or digit written in green pen
You had support with this piece of work.	WS
You worked on this independently.	Ind.
You have self-assessed as achieving your target.	Ⓣ