



# SHANKLEA PRIMARY SCHOOL

## Marking Policy

Policy Control Details			
Date policy approved:	September 2017		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	2 years		
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Responsibility for review:	Curriculum Committee		

# **Shanklea Primary School Marking Policy**

## **Rationale**

Shanklea Primary School recognises that teachers' marking of pupils' progress and attainment are central functions in the learning process. Quality marking of work is a key factor in helping the children make the next steps in their learning. The focus of written and verbal feedback is on helping children gain a clear understanding of how well they have gained knowledge, concepts and skills and that through marking, the children are prompted to improve their learning in clear and concise ways.

Marking and the implementation of this policy is the responsibility of all teachers and support staff.

## **Introduction**

- When marking children's work we should be looking at the evidence and using this to decide where the learners are in their learning, where they need to go next and how best to get there.
- The marking processes used must be consistent across the school.
- The children should be clear about what we are looking for in their work through the use of success criteria, success labels and marking ladders.
- The children should know that we have looked at their work so that they can see that there was a purpose to doing it.

## **Feedback**

- With the younger children oral feedback will be the main focus.
- As the children progress, written comments will begin to be used.
- Comments given to children, whether oral or written, should be positive and constructive in nature.
- Comments should highlight the achievements and should indicate where the child has met the success criteria.
- Comments should give a clear target that can be developed in the next piece of work.
- Children should have the opportunity to look through marked work to see where they have been successful and allow them time to make the required improvements.

## **Spelling and punctuation**

- We should draw attention to regularly misspelt words, high frequency words or those related to a topic.
- As a guide a maximum of three words should be identified within one piece of work.

- Errors in punctuation should be indicated using the appropriate marking codes.
- When marking draft work the teacher is likely to identify more errors that need correcting.

### **Handwriting**

- Shanklea has a clear policy on handwriting that should be consulted when using the marking policy.
- At all times children should be encouraged to produce their best writing, join handwriting in accordance with the age guidelines in the handwriting policy and as they move through school, transfer from pencil to a handwriting pen.

### **Self and Peer Assessment**

- Occasionally, as part of the learning process, children can mark their own work.
- Self-marking should not form the main focus of marking.
- With guidance children could mark a partner's work or work together to check a task and suggest improvements.

### **Scrutiny of work**

- The Senior Leadership Team will undertake regular scrutiny of books across a range of subjects. The purpose of this is to monitor the progress of the children and to promote and disseminate good practice among staff.
- The SLT will use a proforma to assist with the scrutiny process and to report back to staff when discussing strengths and areas for development within their marking.

### **Scrutiny schedule**

	<b>First half-term</b>	<b>Second half-term</b>
<b>Autumn Term</b>	EYFS/KS1 English and Science. KS2 Maths and other subject areas.	KS2 English and Science. EYFS Maths and other subject areas.
<b>Spring Term</b>	EYFS/KS1 English and Science. KS2 Maths and other subject areas.	KS2 English and Science. EYFS Maths and other subject areas.
<b>Summer Term</b>	EYFS/KS1 English and Science. KS2 Maths and other subject areas.	KS2 English and Science. EYFS Maths and other subject areas.

**Book Scrutiny Record Sheet**

<b>Member of staff</b>		
<b>Date</b>		
<b>Subject</b>		
<b>Books selected</b>	Please list selected children:	
<b>Reviewer</b>		Grade –

<p><b>General comments</b></p> <p>Comment on areas such as:</p> <p>The quality of planning leading to pupil progress. Presentation.</p> <p>Impact of teaching over time.</p> <p>Impact of formative assessment over time.</p> <p>Progress towards end of year expectations.</p> <p>Links to other curriculum areas.</p>	
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**Feedback to children**

After talking to the children, comment on areas such as:

Have the children found the comments in their books helpful? Do they feel it tells them how to get better?

**Areas for development**

Select 2 or 3 key areas where further development would be beneficial.

These areas should be reviewed at the next book scrutiny.

**Comments from feedback session**

## Marking codes

- In order to achieve consistency we will all need to use the same marking codes.
- The symbols used will be displayed in the classroom.
- All marking will be in blue pen.

## Standard symbols to use:

— This letter should be a capital.



This letter should be lower case.

^

A full stop, letter or word is missing.

Sp or



Spelling mistake.

//

This needs to be the start of a new paragraph.

✓

This is a good word, phrase or sentence.

✓✓

This is a very good word, phrase or sentence.

- Something is wrong with this Maths question.

?? I'm not sure what this means.

\* Verbal feedback.



Target for next time.

### Additional Symbols for Reception / KS1



Finger space



Full stop



Size of letters

ABC

Capital letter



Letters on the line